manpower

august 1972
U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION

Special Issue

The Union Role in Manpower

1972
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STATE OF OHIO
Plasterers
Plumbers and Pipefitters
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LUMBER AND SAWMILL

manpower

volume 4 number 8
U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION

Union Training—Jobs at the End of the Line

Under President Nixon's Administration the Department of Labor has doubled and redoubled its manpower training contracts placed with organized labor. In the 3½ years just ending, we have placed more than $72 million in contracts with unions. And this figure is understated. It covers only contracts directly with labor organizations; it does not include the thousands of contracts with business firms and associations that involve labor union endorsement and participation.

Why have we upped this kind of spending with organized labor so dramatically? There are at least three reasons.

First, we recognize that unions have special talents and special concerns in improving skills of the work force. Unions are good at job training. They know what it takes to become skilled craftsmen, and they have had long experience in helping to develop job skills. After all, they are the ones who are the experts here.

Manpower training is a cooperative effort, and unions have been quick to extend that cooperation. They have extended it to us at all levels—national officials, regional councils, State affiliates, building trades councils, individual locals. They have cooperated in helping train young people, veterans, the hard-core jobless, members of minority groups, and many others.

Perhaps most of all, we like to have unions sponsor our training programs because, when they do, we know there are jobs at the end of the line. Of those who have completed their training by unions, better than 86 percent have been placed in jobs as union members. This placement record is one of the best we have in all our manpower training programs. And job placement is the real payoff.

I am, therefore, very pleased that we are able to devote this issue of MANPOWER to telling the story of union-sponsored training. The unions have been doing a good job. They deserve much credit for it.

James D Hodgson
Secretary of Labor

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MEMBER
U.B. OF C. & J. OF A.
CARPENTERS
TEAMSTER
LOCAL
QUARTER MILLION STRONG
AFT
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Plumbers and Pipefitters
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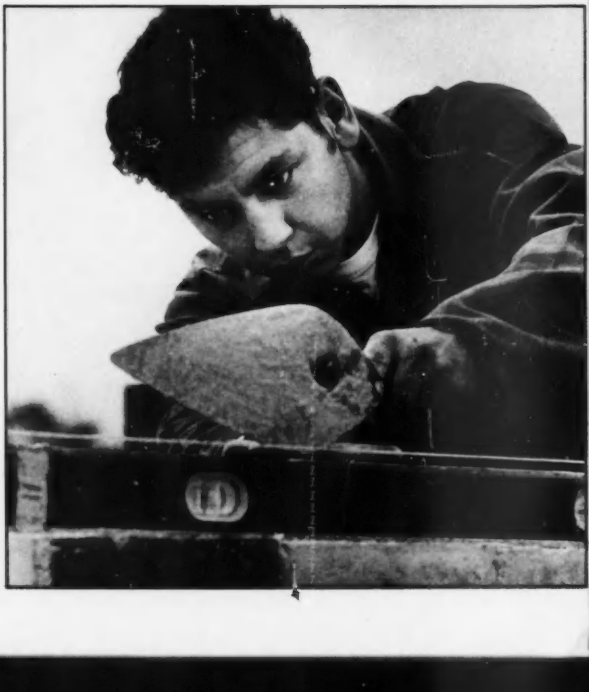

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Unions and Manpower: A Natural Partnership

by Paul J. Fasser, Jr.

The story of the growth of the labor movement and its struggle to gain recognition as the legitimate bargaining representative of American working men and women is widely known. By law and by custom, unions are universally accepted in their bread-and-butter role of seeking better pay and improved working conditions for their members.

What is not so widely known is the part labor unions have assumed in contributing to the growing strength and confidence of the Nation's manpower training effort. As Howard D. Samuel, vice president of the Amalgamated Clothing Workers of America, pointed out in a recent speech, labor union manpower efforts embrace "Job Corps camps, the Apprenticeship Outreach Program, on-the-job training, the Job Opportunities in the Business Sector Program, Public Service Careers, and many more. Telephone workers have been trained in Kentucky; hospital workers upgraded in Maryland; operating engineers trained in Tennessee; laborer trainees placed on jobs in Massachusetts; ironworkers trained in Birmingham, plumbers in Oklahoma City, retail employees in Pittsburgh. And so it goes, in virtually every trade and skill, in almost every area of the country."

Samuel did not overstate the case. Union involvement in manpower programs spans the Nation and encompasses every level of organized labor—the national AFL-CIO; individual national and international unions; regional, State, and local councils; and individual locals. More than 70 individual union organizations now have training contracts with the Manpower Administration.

The greatest growth in union participation in and sponsorship of manpower training programs has come in the last 4

INTERNATIONAL UNION OF ELECTRICAL, RADIO & MACHINE WORKERS
IUE
AFL-CIO-CLC
UNITED BROTHERHOOD OF CARPENTERS & JOINERS OF AMERICA
STEWARD

Mr. Fasser is Deputy Assistant Secretary of Labor for Manpower and Manpower Administrator.

TEAMSTERS
LOCAL 986
BRICKLAYERS
OPERATING ENGINEERS
UAW

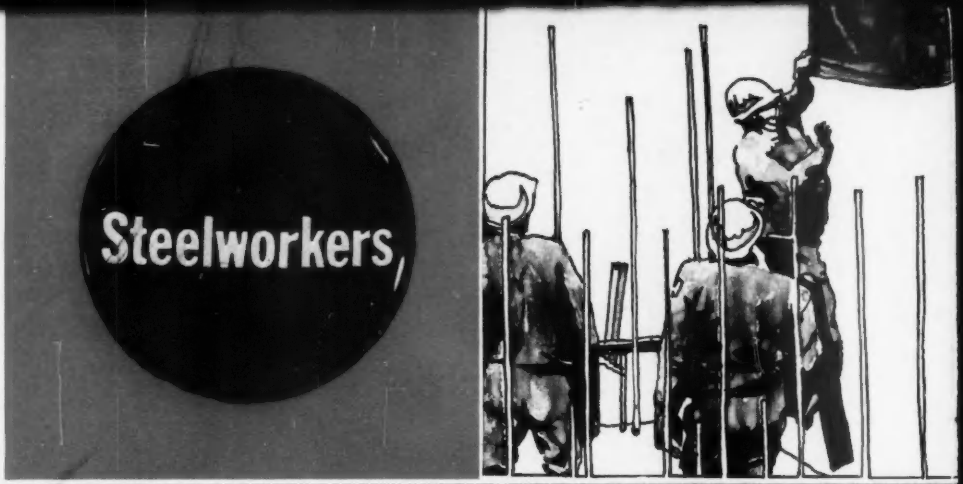
years. While the Labor Department has provided $104 million in manpower training funds to labor unions over the last 9 years, the bulk of it—$72 million—was provided in the past few years (see chart on page 4).

But these figures by no means tell the whole story. Unions play an integral role in many manpower programs which they do not sponsor and for which they receive no funds. For example, if an employer who has a bargaining agreement with a union signs a manpower training contract under the Job Opportunities in the Business Sector (JOBS) Program, union cooperation is essential to the success of the effort. The union may have to agree to hiring procedures that go outside the stipulations of the bargaining agreement. Or other changes in the union contract or in traditional labor-management practices may be required. The success of the JOBS Program attests to the fact that unions have been willing to go the extra mile.

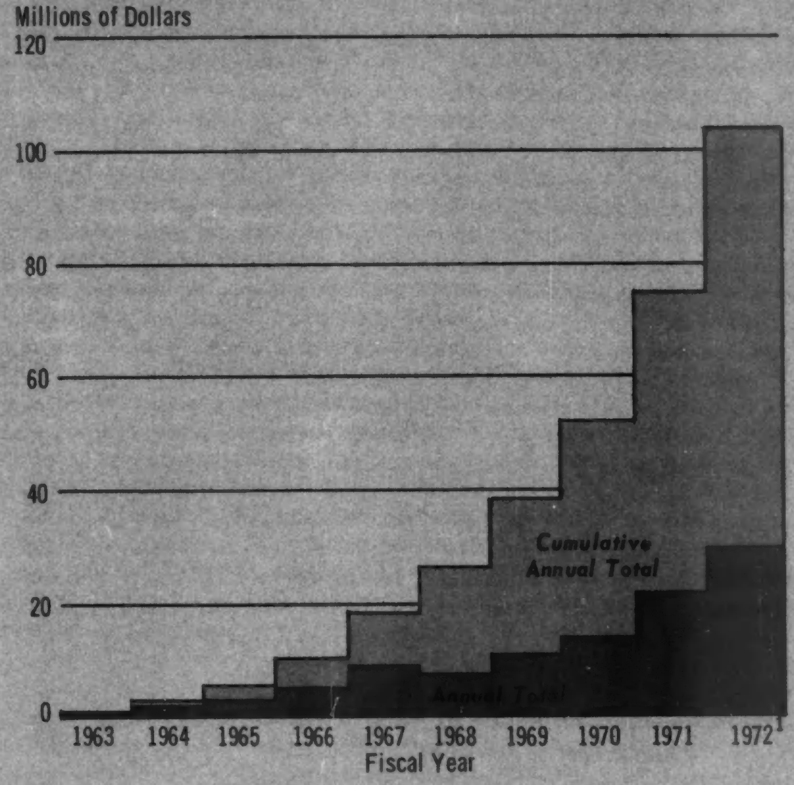
Labor Had Own Program

Labor's interest in seeking solutions to manpower problems through a concerted national effort goes back to 1962, when the mounting concern for persons whose livelihoods seemed threatened by automation and technological change prompted enactment of Federal manpower training and retraining legislation. But although a representative of the AFL-CIO was the first witness to urge the Senate Subcommittee on Employment and Manpower to take favorable action on the proposed Manpower Development and Training Act (MDTA), extensive participation by labor organizations in the program that resulted did not come about immediately.

Organized labor long had had its own highly developed program with management to produce skilled workers through the apprenticeship system. MDTA was



Obligations to Labor Organizations for Manpower Training — by Fiscal Year



[1] Covers contracts executed through May 19

aimed at persons with no skills or those whose skills were becoming obsolescent. Furthermore, MDTA could not provide funds for on-going training programs—so apprenticeship programs were not eligible for Federal financial aid.

At about the same time MDTA was going through its birth pains, the country's minority community began building up pressure on industry and government to do something about the lack of equal employment opportunity. The generally poor educational preparation of minorities seeking work in the skilled construction trades proved to be the door for labor and government cooperation on job training.

Bricklayers Broke the Ice

A major construction union, the International Union of Bricklayers, Masons, and Plasterers, broke the ice on union participation in federally funded manpower training with the first of a series of MDTA contracts to prepare minority and other disadvantaged youth to qualify for entry into apprenticeship programs. This was in 1963, and by the end of the fiscal year the Labor Department's Bureau of Apprenticeship and Training had written on-the-job training contracts with a variety of labor organizations for a total of $488,200.

The successful record of cooperation between the Bricklayers Union (which to date has trained and placed more than 4,000 people) and the Government prompted the Operating Engineers Union to follow suit with an ambitious program that resulted in additional hundreds of unemployed persons being trained by that organization. The United Brotherhood of Carpenters and Joiners also contributed to this training and development effort with multimillion dollar contracts that have resulted in more than 15,000 trainees being accepted into apprenticeship or upgraded to journeyman status. Similar programs with other unions in the construction industry were carried forward with excellent results.

This cooperation assumed a broader dimension when, in 1968, the Manpower Administration began to reach out to bring greater numbers of minorities into apprenticeship. Through the Apprenticeship Outreach Program, the AFL-CIO Building and Construction Trades Councils in more than 20 cities joined with the Labor Department in recruiting and preparing youth, mainly blacks, Puerto Ricans, and Mexican Americans, for apprenticeship examinations. As a result, hundreds of young men were placed in apprenticeship programs in most construction trades available in those cities. Outreach techniques and similar efforts were instrumental in boosting the proportion of mi-

nority apprentices in programs registered with the U.S. Department of Labor from 6.6 percent in January 1969 to 9.8 percent in July 1971.

Meanwhile, unions outside the construction trades also have been making significant and lasting contributions to the training and placement of the Nation's unskilled work force. The International Union of Electrical, Radio, and Machine Workers (IUE) has helped thousands the past several years and recently signed its fourth on-the-job training contract with the Manpower Administration, this time to train and upgrade 1,250 workers by February 1974.

Twenty-two locals of the United Steelworkers are aiding the AFL-CIO's Human Resources Development Institute in a "buddy" system for upgrading workers. The union also has cooperated in a project through which union members have upgraded their skills and acquired high school diplomas in remedial education and training courses funded by the Manpower Administration.

The American Federation of State, County, and Municipal Employees (AFSCME) has been using manpower programs to develop career ladders in hospital occupations and to train low-ranking employees. Through a series of Manpower Administration contracts, AFSCME has helped some 2,000 nurse aides, and kitchen, laundry, custodial, and similar workers in public hospitals qualify for and get better jobs.

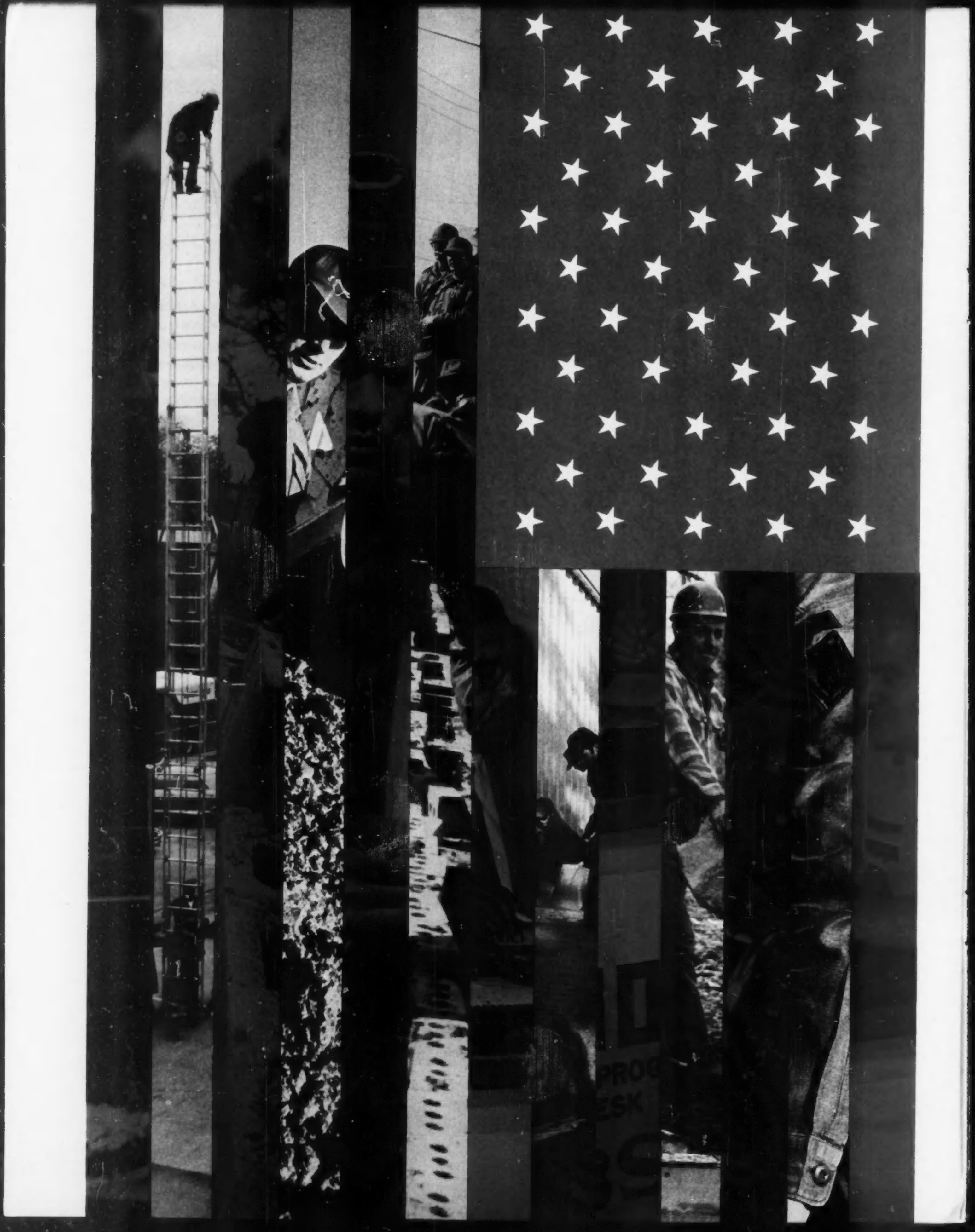
Independents Also Active

In Appalachia, a regional organization known as the AFL-CIO Appalachian Council is training and placing jobless and underemployed people in 12 States. The Council, composed of the AFL-CIO State directors in the region, represents hundreds of locals and thousands of organized workers. Council activities in the manpower field have included educating union leaders on the Government's antipoverty programs, recruiting youngsters for the Job Corps, and—its newest venture—preparing 75 Choctaw Indians for construction jobs.

Independent unions also are supporting and taking part in manpower programs. For more than 5 years, the Teamsters Union, with Manpower Administration funding, has been training and placing blacks, Spanish Americans, and other minorities in southern California in highly paid truck driving jobs and related trades. And the United Auto Workers Union recently completed two contracts to train 2,600 workers and is in the midst of two others to train and upgrade 2,500 more.

Probably the most diversified and geographically far-reaching union manpower operation is that of the AFL-CIO Human Resources Development Institute (HRDI). Through some $5 million in Manpower Administration contracts, HRDI, under the chairmanship of AFL-CIO President George Meany, is developing approximately 800 JOBS projects; promoting Neighborhood Youth Corps summer programs with employers and unions; assisting in the posttraining placement of Job Corps graduates and in locating qualified instructors for Job Corps installations; helping returning veterans find work; and working with the so-called "hometown solutions" minority group hiring plans in the construction industry by providing technical assistance to building trades councils.

Labor's ability and willingness to help the poor and disadvantaged obtain and keep productive jobs should come as no surprise to anyone familiar with the history of unions in America. Throughout its existence, the labor movement has fought to give meaning to the phrase "the dignity of work." It has sought for its members both the material and psychological benefits that flow from a useful job—a job that affords a worker and his family a decent standard of living. Manpower programs have the same goals. Thus the continuing and expanding involvement of unions in manpower programs is simply the realization of a natural partnership. ☐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Serving Those Who Served

Variety of Projects Shows Returning Veterans That 'Somebody Cares'

Like so many Vietnam veterans, Aurelio M. Duran, 24, of San Diego is a puzzled man. His 3-year Army career as a missile repairman, which ended in January, left him with a taste for electronics. He had electronics training in the Army, took some supplementary schooling at his own expense, and is now enrolled in a correspondence course on the subject.

But fate—in the form of a tight job market—has led him into another line of work. He is a management trainee for a furniture company, which has a chain of stores in San Diego County.

"It's ironic that I wound up in furniture," he said. Between his discharge in January and being placed in the training slot in April, he and his wife spent a good deal of time making their own furniture. During this period, they also moved from their hometown of San Bernardino to San Diego in search of better opportunities. He was hoping for a job as an electronics trainee but "the closest thing I could find was training as an electrician" and he simply wasn't interested. "I could find production jobs in electronics and the pay was better than what I get here ($2.25 an hour) but there was no future. So I took this, I took lower pay, because they said I would be a manager."

He admits he does not yet have his feet firmly planted. As a management trainee, he has to do a lot of "flunky" work while observing how the different departments function. So at this stage the job is somewhat frustrating. He's due for a pay raise late in August, and if he is then given responsible, well-defined duties that indicate he's on his way to becoming a manager, he will probably stay. If not, he may go back to college and finish his last 2 years.

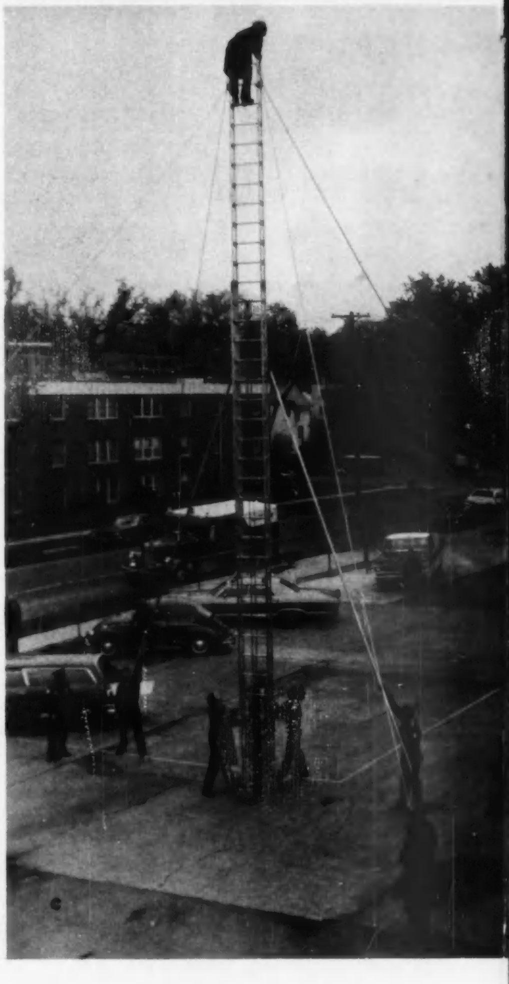
"I just don't know," he said.

Duran's difficulties in adjusting from the structured routine of the military to the freer but less certain pathways of civilian life are a struggle that millions of young Americans have faced. And it is a struggle that has become a major concern for organized labor, which in a variety of ways is helping to place ex-servicemen in training and jobs in cooperation with President Nixon's Jobs For Veterans campaign. The unions are carrying out this effort partially with their own resources and partially with money from the U.S. Department of Labor's Manpower Administration.

Duran was placed in his present job by the AFL-CIO's Human Resources Development Institute (HRDI). Headquartered in Washington, HRDI is funded by the Manpower Administration and maintains a network of 50 offices throughout the U.S. to promote and assist manpower programs among unions. HRDI's efforts to aid servicemen focus on the Treasure Island Naval Station in San Francisco and the Oakland Army Base, both of which process many men returning from Vietnam. GI's being processed for discharge at these installations are interviewed and counseled by HRDI staff members and referred for job placement to the HRDI office nearest their home. If there is no HRDI operation near their home, they are referred to the nearest Central Labor Council, an organization representing AFL-CIO local unions in the area.

HRDI selected three experienced union men, aided by two secretaries, and arranged to have them inserted into the separation process at Treasure Island and Oakland. As part of the orientation when GI's first arrive at the bases, HRDI representatives give them a short talk about the help they offer. They brief the young men on economic conditions, caution them that jobs can be hard to find, particularly if they don't have skills or training, and invite them to report to the HRDI desk for counseling and aid during the subsequent separation process.

One thing those who come to the HRDI desk are told is that they usually have reemployment rights if they reapply to their



old employers within 90 days after leaving service. The law requires that, within a reasonable time after a veteran applies, his former employer must rehire him in the position he would have occupied if he had remained on the job instead of entering military service. He also is entitled to the pay, seniority, and fringe benefits he would have enjoyed had he not entered the Armed Forces.

HRDI representatives also provide information on job and training opportunities in the servicemen's hometowns. The 50 HRDI offices and the Central Labor Councils make this possible by reporting regularly about the job situation in their respective areas.

The serviceman is told about organizations in his hometown which can help him find work—such as the State employment service, the Urban League, the National Alliance of Businessmen. If interested, he is given a referral card to the HRDI or Central Labor Council office nearest his home, which also receives a copy of this card.

He is asked to contact the local HRDI or labor council representative within 2 weeks. If he fails to do so, the union representative calls him. When he reports to the local office, all the information about his reemployment and other rights are repeated, and efforts are made to place him in a job or training. HRDI representatives talk to thousands every month at Treasure Island and Oakland and counsel and refer about 500 a month to local offices. More than 100 veterans a month are placed in jobs.

The HRDI operation at the separation centers is headed by William H. Burks, a former business agent and trustee for San Francisco Local 250 of the Service Employees International Union. Another former business agent of Local 250, Joseph R. Goglio, Jr., is the HRDI representative at Treasure Island. The veterans' advisor at Oakland is Jesse A. Cooksey, vice president of Local 3009 of the Dry Cleaners Union in Oakland.

The task of finding jobs for new veterans is complicated by a number of factors.

For one thing, today's veteran "is a far different creature than veterans from previous wars," said Robert Estes, director of a Project Transition program to refit servicemen for civilian life, jointly sponsored by the Cement Masons Union and Portland Cement Association. "When he gets home and goes into a bar, nobody puts an arm around him and says, 'Have a drink.' He just sort of fades into the background. If he doesn't get a job, he gets awfully bitter over his Vietnam experiences. The psychological problems are serious. You have a disillusioned and confused man."

Project Transition has probably touched the lives of more servicemen than any other manpower program. Operated by the Defense Department, it also uses the resources of the Manpower Administration, the U.S. Office of Education, and the Veterans Administration to give vocational counseling, education, skill training, and job placement help to members of the armed services at some period during the 6 months before their return to civilian life.

From Project Transition's inception in January 1968, to February 1972, it had counseled 1.3 million men and women, and trained 223,000. Of the 27,000 who have been groomed for the high-paying construction trades, nearly half have been schooled by trade union craftsmen.

Four major unions—the Carpenters, Painters, Cement Masons (in cooperation with Portland Cement), and Bricklayers (jointly with the National Association of Home Builders)—have construction training programs at 22 Army, Navy, and Air Force bases around the country. Some of the 22 bases have only one of these programs, others have all four.

Among the latter is Fort Bragg, N.C. Here young men are given 6 weeks of preapprenticeship training and are then placed as apprentices in local unions in the areas in which they settle upon discharge. Some of the 240 hours of construc-

a) *The United Auto Workers recruited and placed Leslie Whitfield, Jr., a former combat infantryman in Vietnam, as a machine repairman apprentice at a Detroit automobile gear and axle plant.*

b) *Now a $6.11-an-hour apprentice in Waukegan, Ill., and a member of Cement Masons Union Local 362, Vietnam veteran Donald E. Gottschalk got his start in the trade through Project Transition training at Fort Carson, Colo.*

c) *A trainee goes "over the top" three stories high as part of his preparation by the International Association of Fire Fighters (IAFF) to qualify for the Minneapolis Fire Department. The IAFF is carrying out a recruiting and tutoring program in 12 cities to help minorities and veterans become firemen.*

d) *Working under the supervision of Project Transition instructor Launey Jason (left rear in civilian clothes) of the Cement Masons Union, trainees at Fort Hood, Tex., sharpen their skills by building a planter in front of the base chapel.*

tion training at Fort Bragg is of the classroom variety, but most of it is skill training. Consequently, the Fort—for the cost of materials alone—gets a lot of construction work done it normally could not afford. The Fort has many new sidewalks, curbs, driveways, and picnic areas, and many of the Fort's buildings have been painted and otherwise improved.

Of those who complete the training, perhaps half go into the construction trades. This record could be a lot better, but as Alfred Blinten, the cement mason journeyman instructor at Bragg, explained: "Some of the boys in class don't even want to learn the trade. They just want to get away from the Army."

Blinten's assessment is borne out by one of the best students he ever had. This was Carl Mangini, now 23, a former paratrooper staff sergeant and squad leader in Vietnam. Upon his discharge, Mangini went to Pittsburgh, took the apprentice entry test, and scored highest in a class of 150. Asked why he took the Transition training course, he said: "There was an opening. I'm glad I got into it now. I got guided in the right direction. But I really wanted to be an insurance adjuster and I only took cement masonry to get out of regular duty."

Blinten persuaded Mangini to give the trade a real try. Mangini began as an apprentice with Local 526 in Pittsburgh in July 1971, rode out a 6-month layoff due to a downturn in construction business, and today earns more than $5 an hour. He will be a journeyman in July 1974, a status that now pays $8.48 an hour plus an additional 22 percent in fringes in the Pittsburgh area.

Better Placement Prospects

GI's who complete the Transition program have significant advantages over other apprentices. For one thing, the Transition graduate has a better chance for placement; if there is not enough work in his trade in his hometown, the union tries to find a job for him elsewhere. At Fort Bragg, the Carpenters, Bricklayers, and Painters Unions make sure trainees pass their apprenticeship entry test before they leave camp so they can move quickly into their local unions. The Cement Masons Union requires its trainees to pass the test at their local but permits them to take it orally if they are no good with pencil and paper. Furthermore, all four unions start Transition graduates at pay rates higher than normal for beginning apprentices and sometimes cut their apprenticeship time by as much as 6 months.

Some of this reflects the unions' desire to help men who have served their country. But part of it is recognition of the value of the intensive skill training Transition participants get. "The instructors are all trained journeymen who know their business and they're able in 6 weeks to give the trainees an excellent running start and an abundancy of knowledge," said Estes. "I have had experienced journeymen go over the work they've done at the camps and they say these boys are headed in the right direction and have the know-how to do a quality concrete finishing job."

The value of Transition goes beyond the immediate skills taught, Estes believes. It helps a man while still in uniform to gear down from the war-time world of "violence and explosives" to civilian life. "Even if they don't go into the trade, they do get experience in the world of work," he says.

Perhaps most important, it tells the veteran that not everyone has forgotten him. Estes cites a nationwide study by Murray Polner, a social historian, that showed Vietnam veterans felt Americans were blase about their sacrifices, did not support the war as they did those of the past, and ignored or criticized the veteran when he got home. Transition helps overcome these feelings, Estes said, citing one Transition training class at Norton Air Force Base in San Bernardino, Calif., which adopted as its motto, "Somebody cares."

In addition to Project Transition and HRDI's efforts, a number of unions are demonstrating their commitment to helping veterans through national on-the-job and classroom training contracts with the Manpower Administration. These contracts stress the hiring of both the disadvantaged and veterans, with a goal of 40 percent for veterans.

The United Auto Workers met this goal in a recently completed contract even though the contract was well past the midway point when the goal was announced. The UAW signed a 2-year contract in early 1970 to prepare men for apprentice-

Bricklaying, cement masonry, and carpentry are among the skills being taught by unions at Fort Bragg as part of Project Transition.

AFL-CIO
VETERAN ASSISTANCE PROGRAM
INFORMATION DESK
JOBS

Sgt. Frank Deal gets some advice on how to find a job from Jesse A. Cooksey, a veterans' advisor for the AFL-CIO Human Resources Development Institute at the Oakland Army Base.

ship slots in a variety of machine trades in companies in 22 cities organized by the union. Last fall the Manpower Administration asked the union to hire as many veterans as possible and set a 40 percent goal. Only 22 percent of the first 265 men who completed training and were placed in apprenticeship were Vietnam veterans. But of 1,604 men who were recruited later, some 643, or 40 percent, were veterans.

Jeff Washington, UAW's assistant director for manpower development and training, said the union would try to recruit at least 50 percent Vietnam veterans under two new contracts calling for training of some 2,500 people.

Classroom Work Required

Veterans taking the Auto Workers' preapprenticeship program are training to become pipefitters, tool and die makers, millwrights, mechanics, and machine repairers. These trades require 8,000 hours of apprenticeship training including about 570 hours of classroom work. Apprentices start at about $4 an hour and receive an average of $6 when they make journeyman.

The preapprenticeship training includes 60 hours of work in math and other subjects related to the trades. When they finish the course—only about 10 percent fail to complete it—the trainees take the tests required by the companies to enter the chosen trades. They then have to wait until the company has apprenticeship openings in the trades they want.

Veterans are particularly well-fitted for the training program of the International Association of Fire Fighters, AFL-CIO, which in October signed a 1-year contract with the Manpower Administration to recruit and prepare 1,200 men to pass civil service tests to become firemen. As Emmett T. Cox, director of the project, says, "To be a fire fighter, a man must be physically fit and be able to learn," a made-to-order situation for many young men fresh out of the service. The union is recruiting in 12 cities and is concentrating on returning veterans and members of minority groups. Of the first 800 recruits, almost all were minorities and nearly two-thirds were veterans.

In each city, the project is headed by a full-time director, usually a fireman or former fireman who has been active in union affairs. His job is to appoint recruiters and to establish a training program, generally lasting 6 weeks, to prepare trainees to pass the required tests. In most cities these are coveted jobs with starting pay of $700 to $1,200 a month. But active recruiting is required among minorities because in the past firemen jobs tended to be handed down from father to son, which served to discourage minorities.

In some cases, the project directors persuaded local civil service commissions to meet the needs of the project. In Louisville, for example, the commission required all fire fighters to have a high school education and would not accept a General Education Development (GED) certificate. "We were losing a lot of recruits, both vets and minorities," said Thomas Dale, city project director and president of the Fire Fighters Local Union. When the commission refused to relent, Dale went to black members of the State Legislature, and succeeded in having written and enacted a law requiring that "a GED certificate shall be considered equal to a high school diploma." The law applies to all city, State, and county civil service requirements in Kentucky.

In Minneapolis, 10 minorities—half of them veterans—were trained under the program and sworn into the fire fighting force in February. Before that, the fire department had had no minorities on its payroll for 25 years.

The Minneapolis Fire Fighters' project calls for 36 hours of training spread over 4 weeks. This time is divided between physical education classes to improve the men's agility and classroom instruction to prepare them for the civil service exam. Trainees spend an additional 16 hours, spread over two Saturdays, learning to climb ladders and demonstrating their ability to overcome fear of heights.

Not only do veterans get hiring preference in the Minneapolis Fire Department, but they are on probation only 24 hours compared with 6 months for nonveterans. Starting pay is $765 a month, and automatic raises bring this to $1,015 after 4 years.

Council Backs Efforts

The American labor movement's position on the need for this type of preference for ex-GI's is perhaps best summed up in a statement by the AFL-CIO Executive Council: "While a few will be able to resume careers that were merely interrupted by military duties, and a few more will be able to utilize service-taught skills in civilian occupations, the overwhelming majority are poorly equipped to compete for jobs in today's specialized work force," the Council said on February 22, 1971. "Through no fault of their own, they have few, if any, marketable skills. . . .

"We in the AFL-CIO believe that all veterans have earned the right to share in the work of the Nation and the rewards of work. We are especially conscious that disadvantaged veterans need and deserve counseling, guidance, training, and assistance in finding job opportunities. We are determined to the best of our ability to help them." ☐

News & Notes

A 30-minute color movie showing how five AFL-CIO construction unions are training Job Corps youngsters to enter the trades as apprentices is now available to the public through State employment security information offices. The film, entitled "Lost and Found," is introduced by Secretary of Labor James D. Hodgson and narrated by Greg Morris, star of the television show "Mission Impossible." The movie was a cooperative effort between the Manpower Administration and the five unions—the Bricklayers, Carpenters, Operating Engineers, Painters, and Plasterers.

* * *

The Utah Building and Construction Trades Council is giving 135 Navajo men pre-apprenticeship training in 16 construction trades in Mexican Hat, Utah. The 6-month $500,000 program, funded by the Manpower Administration, is expected by the end of this year to place the Indians in apprentice slots with wages ranging from $3 to $5.30 an hour. This is the first phase of a projected three-phase program.

* * *

Heavy equipment formerly used in Southeast Asia is being brought back to the U.S. to help train future operating engineers. The International Union of Operating Engineers sent a property officer to Vietnam, Thailand, Singapore, and the Phillipines for 2 months earlier this year. His mission was to examine and choose pieces of heavy equipment for return to this country. When this equipment arrives, the union will repair it for use in Manpower Administration-funded training programs, to cut down on program expenses.

* * *

What are labor unions doing about maternity leave for women members? What's the latest news on specific cases before the Office of Federal Contract Compliance and the Equal Employment Opportunity Commission involving job discrimination against women? Agendas like these are typical of the monthly luncheon meetings currently being held at the U.S. Department of Labor, jointly attended and sponsored by representatives of the Department's Women's Bureau and female staff members of 30 major labor unions. The meetings began in February and will continue indefinitely. The meetings have become such a valuable source of information on women that the Steelworkers Union in Pittsburgh and the United Auto Workers in Detroit are now sending women staffers to attend. The other unions taking part are headquartered in Washington. Among them are unions representing tobacco workers, teamsters, lithographers, postal and public employees, and airline, communications and railway workers.

* * *

Apprenticeship Information Center placements during the last half of calendar year 1971 amounted to 4,542, or 25 percent ahead of the 3,617 placed during the last half of 1970. Minority placements were 1,187, some 50 percent above the 1970 level. These Centers are centralized offices, operating in 36 major industrial areas, where information, counseling, and referral to apprenticeships are available. State employment security agencies operate the Centers in cooperation with the Manpower Administration's Bureau of Apprenticeship and Training.

* * *

A study is being conducted by the Kansas State Employment Security Division and the University of Kansas to see if an information system covering construction industry operations in Kansas City can be established. Construction labor unions in the area have been contacted and generally indicated they will cooperate in the the study. The goal is to establish a data system that will provide periodic and comprehensive information about the characteristics of the construction industry in Kansas City; past employment and unemployment trends; labor demand information; information on current and potential labor supply; and an information dissemination system. Once such a system is established, a study will be made as to the practicability of merging this system with a computer-assisted job-matching program such as the Job Bank. A similar study is being done in Boston, conducted by Harvard University and Massachusetts Institute of Technology. If a model with general applicability can be developed, with the cooperation of labor unions, it could lead to a more efficient labor market in the construction industry, with a better matching of labor supply and demand.

Organized Labor: The Great Educator

by Timothy Larkin

When historian Max Lerner visited Poland some years ago, he was asked at a press conference if he could sum up in one word the secret of America's power. His answer: "Access."

The reporter, puzzled, asked Lerner to repeat his answer.

"Access," Lerner said.

"Surely you must mean 'success'?" the reporter responded.

"No. Not success. Access. No man can be guaranteed success. No man should be guaranteed success. The American system gets its power by offering every man access to wealth, power, status, and all the benefits of our society."

While this may in fact be the secret behind the Nation's dynamic, it is obvious that full equality of access is still not a reality for millions of Americans. That is one reason we have manpower programs; helping people gain access to jobs is what they are all about. But it is also obvious that our history is one of access greatly expanded. Indeed, it might be possible to construct a theory of political and economic democracy on the basis of progress toward the goal of equal access.

By giving Americans an opportunity to gain control of the levers guiding domestic and foreign policy, the American Revolution could be considered the initial step toward full access. But it was a step taken by a few. The removal of property and other qualifications restricting full access to the ballot box was clearly the next major step forward. Although this had been largely accomplished—for white adult males at least—by the 1820's, it was soon clear that the extension of access would be little more than a comfortable illusion unless voters understood the issues, or at least the direction of their own self-interest.

Among the first to see this clearly were the trade unions that, beginning in Philadelphia in 1827, began to express the wishes of an increasing, and increasingly self-conscious, number of skilled workers. The growing numbers of working men who joined unions in Philadelphia, New York, Boston, and other urban centers were quick to recognize many common grievances. As expressed by 1828-30 issues of the MECHANICS' FREE PRESS, these included collusion between industry and government leading to centralization of wealth and monopolies; unregulated child labor; overcomplicated laws; imprisonment for debt; inequitable distribution of the burden of serving in the militia; and working days of 12, 14, or more hours. But the leading grievance was lack of a system of public education.

While there were many fine private schools for those able to afford them, for the majority of children there were only charity schools. These provided a primitive level of education and required a pauper's oath for admission. Pennsylvania can serve as an illustration of the result: In 1837, 250,000 of the State's 400,000 children were not attending any school at all. At a time when the total population of the United States was some 15 million, a contemporary estimate was of a million children between 5 and 15 not in school.

'Career Education' Advocated in 1830

A report by the Working Men's Joint Committee of the City and County of Philadelphia contained in the WORKING MEN'S ADVOCATE of March 6, 1830 not only clearly warned of the danger to democracy arising from "a monopoly of talent," but suggested such remedies as a free public school system, a free nursery school system, and a form of the "career education" similar to that now being advocated by the U.S. Commissioner of Education. ". . . equal knowledge (the only security for equal liberty) should be rendered, by legal provision, the common property of all classes," the report argued.

Working men were not content to advance public education by speeches in union halls and articles in union newspapers. Labor soon engaged in political action to secure its goals. Union representatives petitioned State governments and interrogated candidates on their views about public education. Workers also combined into the Nation's first labor party. The Working

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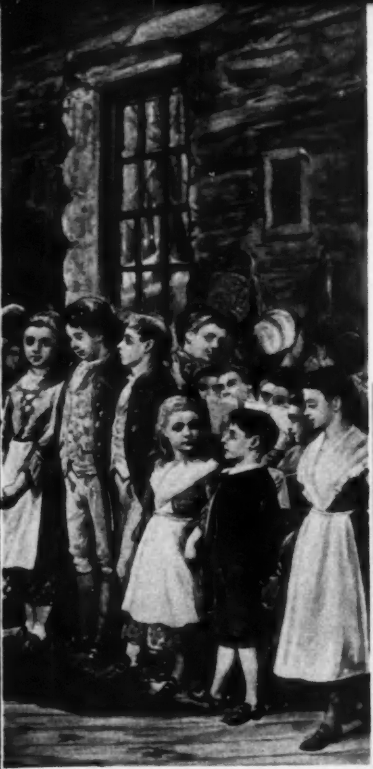
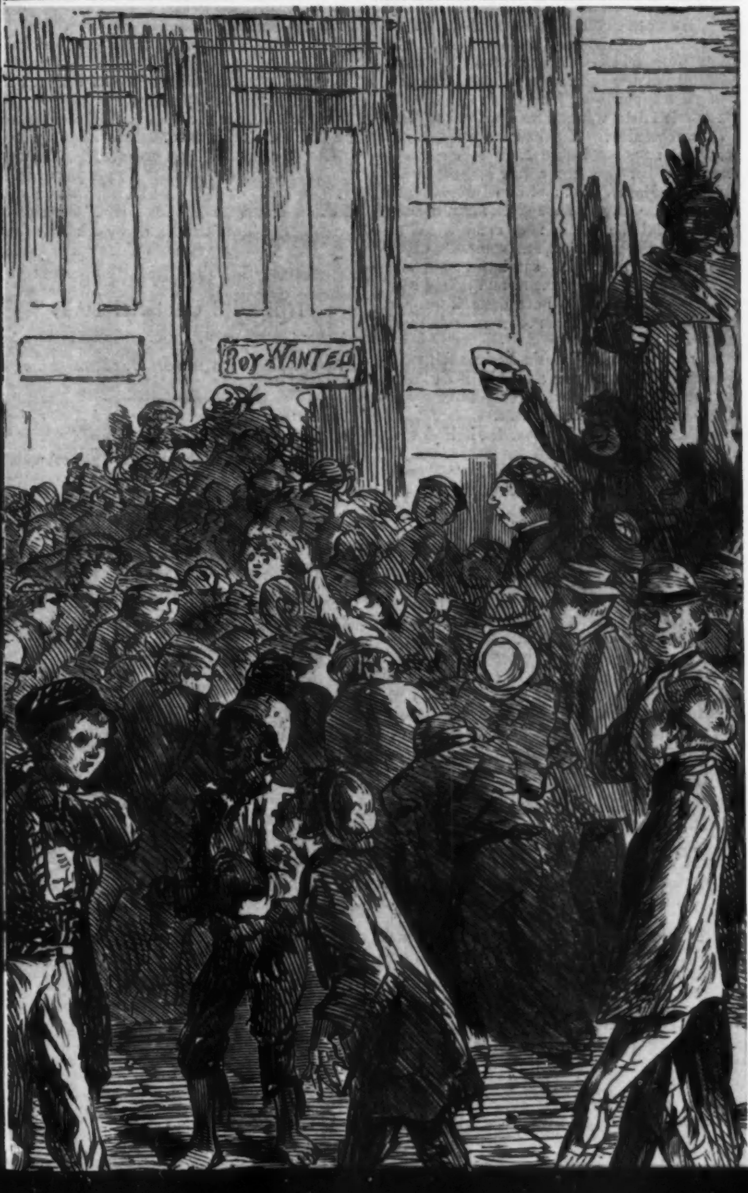
Mr. Larkin is a member of the Manpower Administration information staff.



In a drawing entitled "The School of 100 Years Ago," an American artist in 1876 rendered his version of what a classroom must have looked like at the time of the birth of the Nation.



A drawing depicting the competition for jobs among youngsters.

Men's Party, organized in Philadelphia in July 1828, demanded public schools as a right, not as a boon of charity. The New England Association of Farmers, Mechanics, and Other Workingmen, which began 3 years later, also sought universal public education.

"We are well aware," a Working Men's Party spokesman stated, "that large endowments have been made to colleges for the rich; and that some appropriations have been made in the establishment of public schools for the poor; but to the latter of these institutions the mark of the beast has been affixed in the most repulsive characters, and that which should have been to us a matter of right is dealt out in the less palatable form of charity to the 'needy' and 'indigent.' "

The Working Men's Republican Association described education as "the rock on which the temple of moral freedom and independence is founded," and went on to point out that, "our government is republican; our education should be equally so."

Unions Press for More Adult Education

While today the value of free public education may seem self-evident, it was certainly not self-evident to many influential persons in the early 19th century. They saw it in terms of taxing the rich for the benefit of the poor and a potential threat to the system of wage rates. THE NATIONAL GAZETTE, spokesman for this point of view, argued in favor of less, not more, education. "Universal, Equal Education is impossible," the Gazette stated, "if the trades, manufactories, and manual labor are to be successfully prosecuted—unless the standard of education be greatly lowered and narrowed."

Gradually, however, the efforts of organized labor, together with those of other enlightened segments of society, prevailed, and by 1850 most of the older States had adopted a system of free schools liberated from the onus of charity.

While labor was united in its pursuit of universal equal education to improve the degree of access for the following generation, there were also those in the labor movement who felt that adults as well as children should benefit. As machinist and Working Men's Party leader Thomas Skidmore put it, "What! . . . is it to be said that the welfare of the adults themselves is second in importance to the right education of their offspring?" Thus the early labor movement began to concern itself with adult education as well, advocating public libraries with reading and lecture or debate rooms open during the evening hours and on Sundays, mechanics' institutes, and lyceums.

This effort by organized labor to secure greater access for both adult and child through education had its practical as well as philosophical element. Since tens of thousands of children were working 72 or even 84 hours a week, and their parents even longer, there was no time or energy left for either child or adult to attend school. Hence, the full value of any extension of educational opportunity had to await a reduction in the workweek. Labor's effort to secure this goal was uncompromising.

By 1853, maximum hours action to protect children was well advanced, with seven States having passed laws limiting their hours of work to 10 a day. Though such laws were important in establishing a principle, their practical value was limited since only manufacturing establishments and textile mills were affected, and the limitation involved only children below the age of 12 (in Massachusetts) and 14 (in Connecticut). The first State law setting a minimum working age—10 years—was not passed until 1848. But clearly, the time was arriving for at least partial acceptance of the idea that the free school rather than sunup to sundown work was better for the moral and physical health of children.

That the time had also come for a limitation of the adult working day was not so clear. Although the Philadelphia building trades won their strike for it in 1835, the struggle for a standard 10-hour day was far more bitter and of longer duration, lasting well into the last quarter of the 19th century.

While the effort to secure shorter hours, higher wages, and improved working conditions absorbed much of the time, talent, and energy of organized labor right through the early decades of the 20th century, unions nonetheless continued their pioneer work for better public education. The first convention of the American Federation of Labor, held in 1881, resolved in favor of compulsory education for children, and almost every subsequent convention worked for such goals as free and more objective textbooks, smaller classes, and continuing, part-time education for young workers.

As organized labor gradually succeeded in gaining a shorter working day, the increased available leisure, coupled with a growing demand for trained leadership, focused attention more sharply on the need for adult education. Indeed, one of the earlier labor leaders, John Ferral, sought a 10-hour day primarily because it would afford the working man a chance to learn more about the true nature of society. The Noble Order of the Knights of Labor, which abandoned its secret role in 1881, expressed a similar view, declaring that education was the "fundamental principle" of the Order.

During the early, secret period of the Knights, a member had to write his name on a card to gain admittance to meetings. The purpose was to force members to learn how to read and write. Knights of Labor leader Terence V. Powderly said he was aware of over a hundred men influenced by this device "to take a course in writing so that they could not only write but read their names and other things beside."

The Knights of Labor was so committed to education that it often neglected to respond fully to the practical needs of its members. A typical view of the organization was: "Let us ask them [the membership] no more than to study the truths of social and economic science. When they have studied their lessons well, then action."

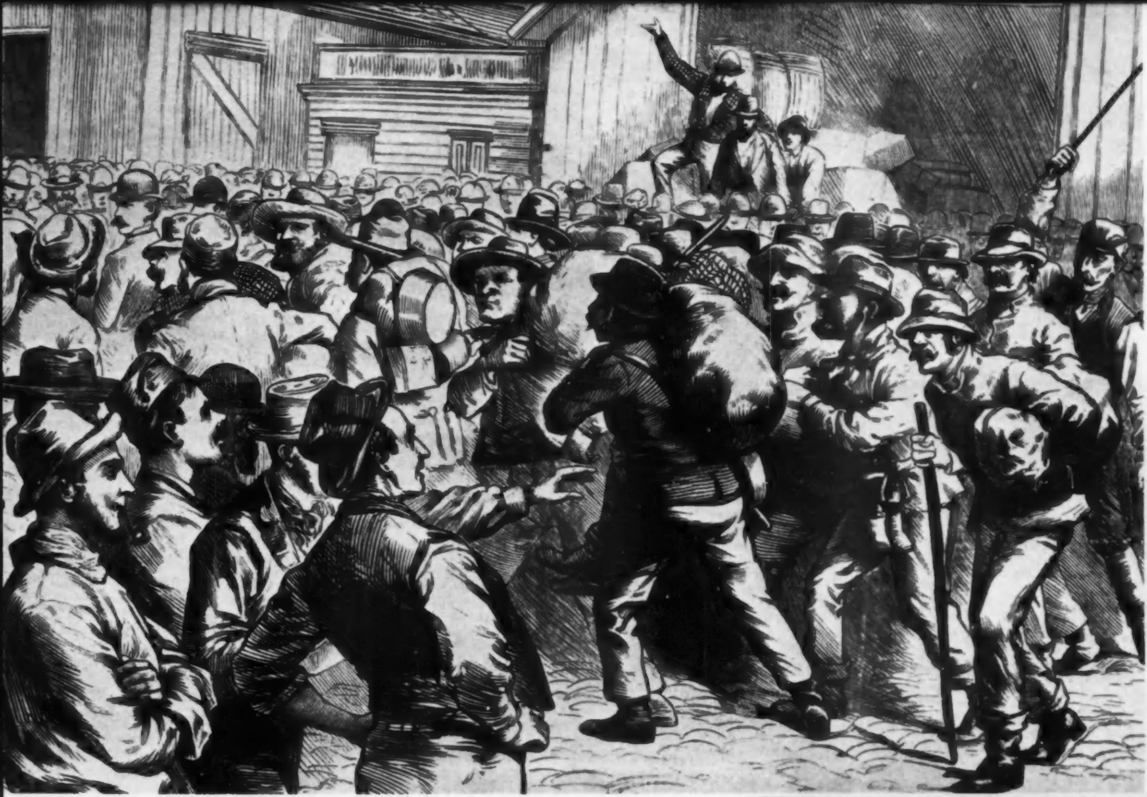
A more practical approach to adult education was that of the International Ladies Garment Workers' Union (ILGWU) which, as early as the second decade of this century, recognized the need for well informed, trained leaders and allocated funds for the education of its members. Under the later direction of David Dubinsky, ILGWU educational work was greatly expanded. Dubinsky called this effort one of the union's "most important functions," and under his leadership new methods and techniques were developed that went far beyond the lectures and classes provided in the early period of the organization's involvement in adult education. The union published pamphlets, books, and labor songs. It produced films and posters, and explored ways of combining education and entertainment or recreation, such as mass recitations, labor drama, radio plays, and summer schools and weekend institutes for its members.

New Immigrants Used as Strikebreakers

An important part of the involvement of the ILGWU, and of labor generally, in adult education involved "Americanization" of the immigrant worker. The American labor movement originally viewed the immigrant worker with suspicion. Often willing to work long hours for low wages, the immigrant was seen as a source of wage and hour competition, and as a potential weapon to be used by employers against the union movement.

This view was not unrealistic. In 1846 Irish laborers in New York City struck to get 87½ cents a day, rather than the prevailing rate of 65 cents a day. The contractors responded by using recently arrived German immigrants to break the strike. And in July 1864 Congress enacted a law designed to permit the importation of contract labor. Almost immediately a company—the American Emigrant Company—was incorporated to import workers, "especially skilled laborers, from Great Britain, Germany, Belgium, France, Switzerland, Norway, and Sweden for the manufacturers, railroad companies, and other employers of labor in America." This venture was endorsed by the Chief Justice of the Supreme Court, the Secretary of the Navy, and by many governors, senators, and other leading citizens.

Company advertisements were quite frank, pointing out that skilled workers "can now be procured without much delay, in any numbers, and at a reasonable cost." While this act was repealed a few years later, the specter of cheap foreign workers colored organized labor's views of immigration for many years. This attitude was intensified after the Civil War when



Newcomers to America arrive at a worksite to take the place of strikers.

A portrait of Knights of Labor leader Terence V. Powderly, surrounded by other officials of the organization, including Samuel Gompers.

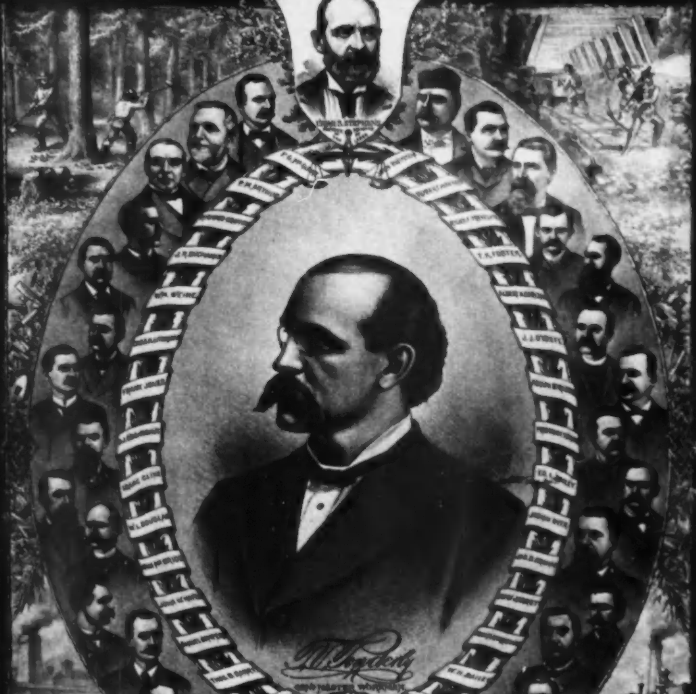
enormous waves of immigrants arrived on our shores. Their presence helped create a labor surplus that severely tested organized labor's ability to maintain its hard won wage, hour, and working condition standards. This was especially true in those industries that used immigrant labor as strikebreakers.

A Freighthandlers Central Union spokesman, referring to the successful use of immigrant strikebreakers during its strike against five New York and New Jersey railroads, made a point overlooked by many labor leaders during this period. He said that often the immigrant strikebreaker was totally unaware that a strike existed, if indeed he understood the concept of a strike. "The raw immigrants from European cities are brought here by padrones, and others, and these poor creatures, unacquainted with our language and customs, are taken off the ship and put to work without being allowed to converse with anybody who would be likely to explain the real situation of affairs."

When union organizers made the effort to overcome the language barrier and informed strikebreakers of the true situation, they often not only halted their strikebreaking activity but joined the union as well.

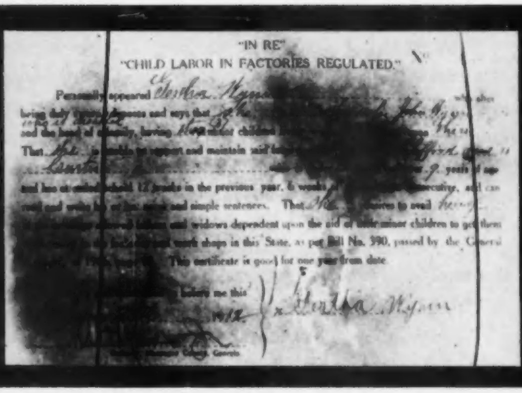
Perceptive labor leaders gradually concluded that efforts to restrict immigration comprised but part of an effective policy, and such practices as excluding immigrants from union membership, and discriminating against them through literacy tests, citizenship requirements, and higher membership and application fees were self-defeating. Labor saw that it must accommodate as well as restrict. If the immigrant worker was not to undermine the gains won with such difficulty by organized labor over the previous century, labor must join in teaching adult immigrants something about the traditions and standards of their adopted country.

By 1918 Samuel Gompers was urging members of the American Federation of Labor to "educate—Americanize," stating in an AMERICAN FEDERATIONIST editorial that "the whole problem of progress is fundamentally educational in character." His



Educator
continued

In 1912 the wife of a disabled worker filled out this application to permit her children, aged 9 and 11, to go to work to support the family.



"IN RE"
"CHILD LABOR IN FACTORIES REGULATED."

Child workers in a cotton mill around 1910. Although States began placing various restrictions on child labor fairly early in the 1800's, youngsters could be found working in factories in some parts of the country until well into this century.

own experience as a young man reflected this commitment to education. He and his fellow cigarmakers made a practice of pooling their funds to buy books, papers, and magazines. One of them—quite often Gompers because of his strong voice—was then chosen to read to the others who thereby absorbed ideas and information as they worked and thus sharpened their knowledge of economic and other matters.

Gompers praised the Americanization efforts being carried out by the Secretary of the Interior and supported a Senate bill designed to advance the Americanization program. So vigorously did the AFL pursue education for adult immigrants that the U.S. Bureau of Education cited it for its "cordial support of the Americanization campaign."

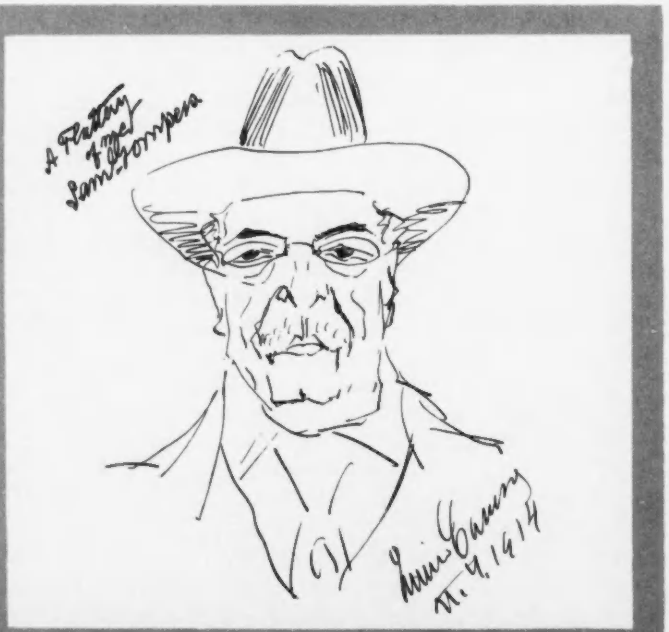
Another area where organized labor contributed to greater access has been its continuing support of vocational education. As early as 1908 the AFL appointed a committee to investigate methods and means of industrial (vocational) education, and it has followed a policy of supporting industrial or vocational education in the public schools. Yet, for some time it also opposed many private initiatives in this area. In a remarkable December 1914 speech to the Eighth Annual Convention of the National Society for the Promotion of Industrial Education in Richmond, Va., AFL president Gompers not only explained the logic of labor's position in regard to selective support of industrial education, but also discussed problems that some 60 years later are still demanding action.

He pointed to mass production methods that have so subdivided industrial operations that "workers perform the same set task a thousand, or ten thousand, or a hundred thousand times a day. The same task," Gompers added, "is automatically repeated again and again without knowledge of its relation to the rest of the industry for the sole purpose of gaining speed." He argued for some process by which the worker would gain a sense of meaning and achievement from his work, and suggested that industrial education would be one means to this end.

Why then did labor sometimes oppose certain types of industrial education? Gompers told his audience that in some instances industrial education seemed motivated more by a desire to depress wages through creating an oversupply of labor than in providing wider opportunity to the worker. "Organized labor," he said, "cannot favor any scheme of industrial education which is lopsided—any scheme, that is to say, which will bring trained men into any given trade without regard to the demand for labor in that trade."

He gave the example of a community that might train a greater number of machinists than were needed. The result would be that "those machinists which have been trained cannot derive any benefit from their training, since they will not be able to find employment except at economic disadvantages. Under those conditions industrial education is of no advantage to those who have received it, and is a distinct injury to the journeymen working at the trade who are subjected to a keen competition artifically produced." Gompers concluded that, "The only way to avoid working an injury to labor under the name of industrial education is to find out what is the demand for labor in a community."

In this regard, it is interesting to note in the Manpower Development and Training Act of 1962 a muted but nonetheless distinct echo of Gompers' position. The Act states that priority for referral for training shall be extended to those to be trained for skills needed in the labor market areas in which they reside, and restricts training to skills for which "there is a reasonable expectation of employment. . . ."


A Flattery of me! Sam Gompers
Enrico Caruso
XI. 4. 1914

Singer Enrico Caruso did this sketch of Samuel Gompers, on which Gompers wrote a comment.

Gompers also stressed in his 1914 speech that the official position of the AFL since 1903 had been to support a more democratic and useful form of education. He pointed to the 1903 Committee on Education set up by the AFL. "What sort of education do you think most interested the delegates to that convention?" he asked. "It was not that education which deals with the syntax of dead languages; it was not even that education which deals with the development of the fine arts, or with the systematic teaching of the sciences. These are all of them legitimate ends of education . . . but the sort of education which the AFL was particularly interested in . . . was industrial education."

He pointed out that trade union members helped to support the schools but they had not gained from those schools a form of education that would enable them to become better, more skilled workmen. Instead, Gompers said, "they were getting, in so far as they got anything at all, a sort of education which had for them very little value, and they therefore took under consideration the possibility of organizing a scheme of education which would be of value to them."

Gompers Saw Need for Trained Workers

His final argument in favor of industrial education concerned the need for higher productivity among American workmen if they were to compete successfully with foreign workmen. Cheap labor, he argued, does not enable a nation to produce cheaply. Cheap labor "is the most expensive and least profitable sort of labor. No community which depends upon cheap labor in the sense of underpaid labor can win out in international competition against a nation which depends upon intelligent thoroly trained labor. Thoroly trained labor produces cheaply not because it is underpaid, but because it is efficient."

This need for trained labor was becoming every day more urgent, Gompers warned. "The period is almost past," he said, "when the United States can depend upon cheap raw materials obtained with comparatively little labor from its mines and virgin fields. It is entering upon a period when it must depend upon the qualities of human labor. Under these conditions industrial decline is the only alternative to industrial education."

Thus, Gompers was suggesting that access to skills through industrial education was not only important to the individual worker, but to the national interest. And thus, by its unremitting efforts to increase access by increasing educational opportunities for children and adults, for immigrants, apprentices, and other workers, labor has made a major and continuing contribution not only toward its own betterment but to the national welfare as well. ☐

Words & Figures

Union Training Funds by Program

National on-the-job training (OJT) contracts have accounted for slightly more than two-thirds of all funds allocated by the Manpower Administration over the past 10 years to labor unions to prepare the unemployed and underemployed for jobs.

Nearly $71 million of the $104 million earmarked for labor organizations went for national OJT contracts. Another $2 million has gone to unions for on-the-job training contracts administered by the States—the so-called JOPS Program.

For the first 4 years of national manpower programs, all the funds allocated to unions were for on-the-job training contracts. Since 1967, unions have expanded the scope of their manpower activities, and have undertaken contracts involving the Job Corps, research and development projects, classroom (institutional) training, the Job Opportunities in the Business Sector (JOBS) Program, Project Transition, and the Construction Outreach Program. Also, the AFL-CIO Human Resources Development Institute (HRDI) has received more than $5 million to carry out a variety of endeavors in the manpower field.

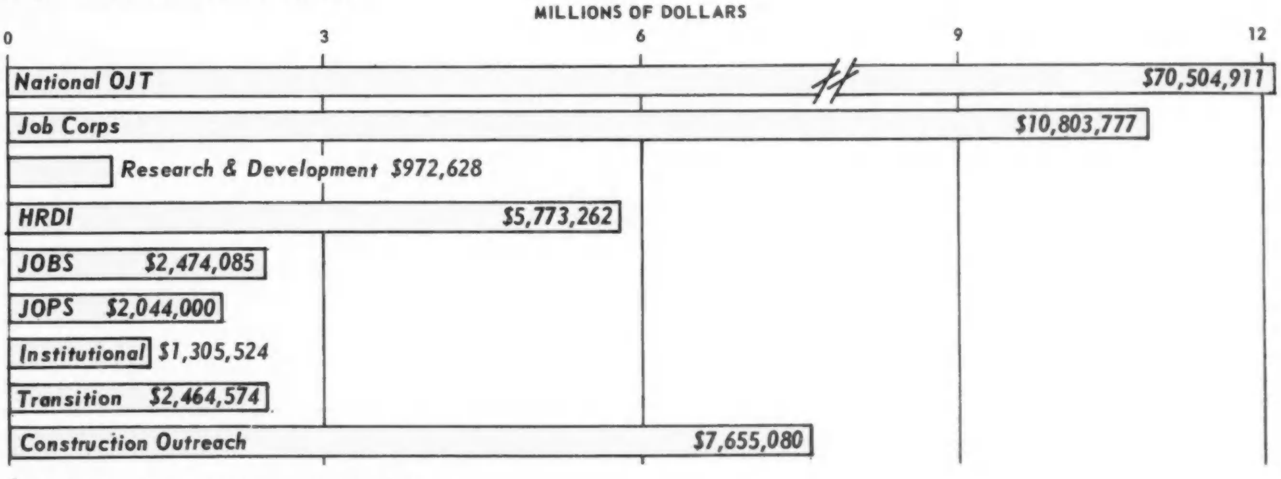
Job Corps accounts for the second largest portion of manpower funds spent with unions. Nearly $11 million has been allocated since fiscal 1967 for unions to train 16- to 21-year-old disadvantaged youngsters. Most of the money and effort has been devoted to preparing them for entry into apprenticeable trades in the construction industry under contracts with five unions—the Bricklayers, Carpenters, Operating Engineers, Painters, and Plasterers and Cement Masons.

Construction Outreach also is becoming a major effort. This program moves minorities into the unionized building trades, at either the apprentice or journeyman level. The program began with a modest $11,000 expenditure in 1967, and increased steadily to over $3 million the past fiscal year.

Manpower Administration funds allocated to unions for Project Transition have made significant contributions to the President's Jobs for Veterans campaign. A Defense Department program, Transition offers training in various skills and trades to servicemen who are soon to be discharged. The Manpower Administration has allocated $2.5 million the past 2 years for apprenticeship entry training carried out at military installations by the Carpenters, Bricklayers, Plasterers and Cement Masons, and Painters Unions.

Obligations to Labor Organizations for Manpower Training – by Program

Program Totals, for Fiscal 1963-72[1]



[1] Covers contracts executed through May 19, 1972.

Building Craftsmen From the Ground Up

Union Training Pays Off for Youngsters 'In the Most Tangible Way —Jobs'

by Emil Michael Aun

Even at 17, a young man coming to the Job Corps can be pretty well worn out. A 10th grade dropout, he reads at only a fifth grade level, is underweight because there wasn't enough to eat at home, and is completely without job skills or prospects of acquiring any.

A year to 18 months later he leaves the Corps. He's 20 pounds heavier, has a high school equivalency certificate and $600 accrued readjustment allowance. He enters a construction apprenticeship program in a large city at a starting wage of $3.80 an hour. In 3 or 4 years he can expect to be a $7-to-$8-an-hour journeyman.

Sound ideal? Actually it now happens regularly because of cooperation between five major unions and the U.S. Department of Labor's Manpower Administration, which runs the Job Corps. The Bricklayers, Carpenters, Operating Engineers, Painters, and Plasterers Unions are preparing disadvantaged Corpsmen for entry into their trades. All 30 of the Corps' Civilian Conservation Centers around the country have one or more of these unions conducting preapprenticeship training programs.

To date more than 2,000 disadvantaged youth are working as apprentices or journeymen in the five trades. The Job Corps union training programs are placing 94 percent of those who complete training, at an average starting wage of $3.41 an hour. Secretary of Labor James D. Hodgson noted that this was the highest placement rate achieved by any federally funded manpower project.

"The training by union craftsmen at Job Corps centers is obviously paying off in the most tangible way—jobs," Hodgson said.

There are also intangible benefits, like the feeling of achievement that comes from doing a tough job well. "When we put

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Mr. Aun is associate editor of MANPOWER.

flood walls up along the river, I think how important they are," said Walter Mitchell, 24, a former Corpsman and now a journeyman operating engineer, who runs a bulldozer in Connecticut. "I feel amazed that I'm helping to build something this strong."

Mitchell, a high school dropout and farm boy from Vaiden, Miss., graduated from the Job Corps Center at Jacobs Creek, Tenn., in July 1968. At his request the International Union of Operating Engineers, which trained him, placed him in a job in New Haven paying $5.85 an hour to start. Today he earns $7.05, has his own apartment and car, coaches a boys' basketball team, and plans to enter college and become a civil engineer.

"I'm working as hard as I ever did on a farm but the money is a lot better," he said.

About 35 percent of the Corpsmen have progressed to journeymen like Mitchell. Most of the others simply haven't had time. The program's modest beginnings date to November 1966 when the Job Corps contracted with the Operating Engineers to train 80 young men at Jacobs Creek. The Carpenters signed on in May of 1968 to train 60 youngsters at three centers. The Painters were signed the following March, the Plasterers in January 1970, and the Bricklayers shortly thereafter.

Although most union training is done at Job Corps Conservation Centers, the Painters, Carpenters, and Marine Cooks and Stewards Unions have projects at the Honolulu Residential Manpower Center, and the Brotherhood of Railway and Airline Clerks has had a 60-slot program at the Chicago Residential Manpower Center for Women since last June and a similar operation since August at the Los Angeles Center for Women.

The training at the Great Onyx Job Corps Center at Mammoth Cave National Park, Ky., operated by the National Park Service under supervision of the Manpower Administration, is typical of the construction trades program. Four of the five unions are conducting training there. About one-third of the center's 214 young men are in the training programs run by the Bricklayers, Carpenters, Painters, and Plasterers Unions.

They are treated like the other Corpsmen, which means they must pull regular maintenance and cleanup duty as well as the kitchen police (KP) work so familiar to generations of military veterans. Everyone is awakened at 6 a.m. and breakfast is served 15 minutes later, followed by sick call. The young men clean their dormitories and prepare them for inspection. The flag-raising ceremony is at 7:45 and by 8 a.m. all Corpsmen start an 8-hour day in vocational training or education, relieved only by a lunch break and mail call.

Supper is at 5 p.m. and in the evening the youngsters either participate in the structured recreation program or entertain themselves at basketball or billiards in the gym, or by watching television. Concerts, movies, guitar and ceramic lessons, visits to women's Job Corps centers, boxing, and organized team sports also help relieve the tedium. Lights out and bed check are at 11 p.m. On weekends the Corpsmen are off duty and can take the bus to Glasgow or Bowling Green for a bit of recreation and entertainment.

Physical Benefits Cited

Each man earns a basic allowance of $30 a month, and promotions can lift that as high as $50. In addition, $50 a month is set aside as readjustment allowance against the day he departs, but he must stay at least 6 months to collect it.

The youngsters range in age from 16 to 21 and all are from families with incomes below the poverty level. Some come from farms and small towns, others from cities. Although some people question the wisdom of transplanting a youngster from his normal surroundings to the picturesque but unfamiliar hills of Kentucky, the unions consider it an asset.

"It weans the youngsters away from home," said William A. Duval, director of education, apprenticeship, and training for the International Brotherhood of Painters and Allied Trades. "A journeyman needs to learn this along with the job skills, because he can't always stay in his hometown. He has to travel to where the work is."

The youngsters benefit physically too, according to Paul Clark, Great Onyx work program director, because many of them never get a square meal at home.

"One boy came back from visiting home at Christmas and he hadn't had anything to eat for 2 days," said Earl Gregory, head cook, as he supervised the serving of a lunch that included meat loaf, ham and beans, cabbage, mixed vegetables, cornbread, fruit gelatin, and milk. "Some of these young men don't even know how to eat when they come here. I saw one boy make a spaghetti sandwich. Another one put T-bone steak between bread and tried to eat it bone and all. He'd never seen one before in his life. We give them 3,600 to 4,500 calories a day. Active workers out in the open air need that many calories."

Upon arrival at the center, the Corpsman has a week of orientation. He talks to the various division heads, draws clothing, and generally learns his way about. Then he goes through the Occupational Exploration Program to try out the eight trades taught at Great Onyx so he can make an informed choice about the one he would like to pursue.

After testing in reading and math, a schedule is set up with each Corpsman in 10-day segments. Those with high test scores may spend only 3 days in class and 7 in skill training; for those with low scores the schedule may be reversed. To qualify for the four union programs, a Corpsman generally needs to be on a 6-4 schedule, meaning 6 days in vocational training and 4 days in remedial education, although the painter program will accept men at a 5-5 level. Some youngsters need months of remedial education to get up to the 6-4 level. The remedial education is of the programed variety, permitting each man to advance at his own pace.

Once accepted for the union program, a Corpsman usually spends a year in on-the-job and related training. But some with exceptional talent move through a lot faster.

"I had one recently who was ready in no time," recalled Don Tuggle, head of the Carpenters instruction staff of three. "But the union prefers a minimum of 90 days so I kept him 91 days before I turned him loose. He's been on the job a year now."

The union instructors have a strong

Job Corps carpenter trainee Harry Johnson (rear center) goes over his progress at Great Onyx with an evaluation panel composed of (clockwise from Johnson) Paul Clark, work programs officer; Don Tuggle, carpentry coordinator; David Selin, counseling coordinator and panel chairman; Robert Armstrong, chief counselor; William Foster, vocational coordinator; and John Vaccaro, teacher. Each trainee is evaluated by these panels every 6 weeks.

Don Tuggle, carpentry coordinator at Great Onyx, drills Corpsmen in blueprint reading.

voice in who enters the program or stays in it. They look for men in good physical condition with manual dexterity, some aptitude for tools, and a desire to be in the trade. This careful selection helps guard against the disappointment of failure. "We've got something precious here, a human life," said Jack Harshaw, Job Corps project coordinator for the Carpenters Union.

The Corpsmen learn the tools of the trade, job related math and English, and their future responsibilities as union members. On-the-job training is carried out in actual building and improvement projects at the center or on public buildings in nearby towns. Trainees also learn to pass the apprenticeship entry exams necessary to enter the trade. Most Carpenter trainees are required to pass the national apprenticeship qualifying test before graduation.

Trainees Taught to Drive

The budding craftsmen also learn how to drive a car, a necessity in the view of the unions. "We place them in a lot of towns—Los Angeles is a good example—where public transportation is a problem," said Gilbert Wolf, national director of training programs for the Plasterers Union. "They have to have a driver's license."

And the Corpsmen are encouraged to pass the General Educational Development (GED) test and get their high school equivalency certificates. A high school diploma or its equivalent is required in many areas around the Nation for entry into the trades.

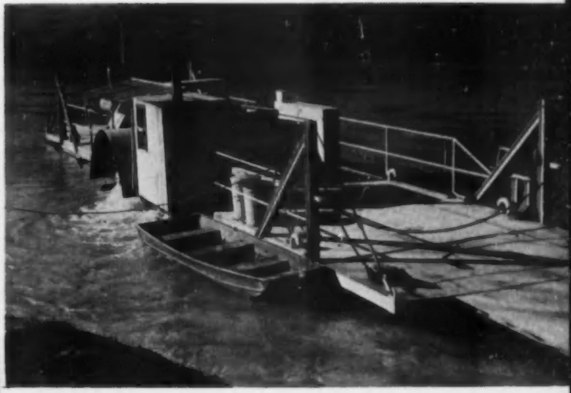
Every 6 weeks each trainee appears before a Progress/Performance Evaluation Panel composed of his training instructor and representatives from the counseling, education, and group living divisions. They discuss with him his progress in school, in his work, and in getting along with others. He is commended for his strong points and counseled on his weak ones. These evaluations go into his permanent record. To make it a two-way street, the trainee is given an opportunity to air complaints and to suggest ways to improve Job Corps.

Upon completion of training Corpsmen are referred to local unions for placement. Each union has field coordinators who assist locals in placing graduates and in helping them adjust to their new life. Graduates can pick where they wish to work from a list furnished by the union; if there is a shortage of jobs in the area of their first choice they are asked to make a second selection.

Many Corpsmen choose to return home or to go to a large city near their hometown. But a good number yearn for something new. "I'm going to Arizona when I graduate," said Jessie Dassie, a plastering trainee at Great Onyx who hails from Eastman, Ga. "I'll stop by home to visit my family but not to stay. Arizona sounds like a nice place to work and it doesn't get cold." Dassie has since been placed in Tucson at more than $4 an hour.

The youngster leaving Great Onyx normally is provided with a set of basic tools at a discount price and transportation to the town where a job has been arranged. He reports to the business agent of the union local who takes him to the contractor who has agreed to hire him. The busi-

Basic math is crucial for the construction trades. Here Great Onyx instructor Marvin Madry teaches Corpsmen the use of fractions.



This ferry across Green River in Mammoth Cave Park, Ky., was constructed by Job Corpsmen, working under the direction of union instructors. A paddle wheel affair, propelled by a Jeep engine, it holds three autos, is 82 feet long with apron, and 14 feet wide. The ferry, free to the public, is operated by the National Park Service.

ness agent also arranges for him to take his apprenticeship entry test, for housing, and for transportation to and from work, at least at first. In 2 to 4 years, depending on each local's requirements and his own ability to learn, the ex-Corpsman will be a card-carrying journeyman able to work at top wages nearly anywhere in the United States.

The key men in the entire operation, by general consent, are the union instructors. They are generally men with a desire to teach as well as to learn, with a thorough knowledge of their trade and their union—men who have known hard times themselves and who can empathize with young dropouts eager for the skill training and union status that will lead them out of poverty.

At Great Onyx, for example, instructors Tuggle, 32, of the Carpenters, Robert Adams, 39, of the Painters, and Lloyd Blair, 32, of the Bricklayers, are all high school dropouts, but have since attained their GED. These three men and Raymond Daily, Jr., plasterer instructor, began as apprentices in their respective trades and became crew foremen or supervisors. They know from practical experience what both the unions and the contractors expect of a workman. But they face a special challenge in training the Corpsmen. The building projects that are part of on-the-job training must be accomplished with only Corpsmen apprentices. None of the instructors do any of the actual work themselves. And they have no

THIS IS A JOB CORPS
TRAINING PROJECT
ACCOMPLISHED THRU
THE COOPERATION OF
JOB CORPS, PARK SERVICE &
THE AFL-CIO UNIONS
Job Corps
CARPENTRY
BRICKMASON
PAINTERS
PLASTERERS

journeymen on the job, as in a normal construction situation.

"This is completely different from anything I was ever involved in," said Tuggle. "We don't have any journeymen to rely on. You can't tell these trainees what you want done and walk away. You have to stand and watch and give repeated instruction."

And there's an extra dimension to the problem. The Corpsmen often view instructors with suspicion.

"At first, they're hard to work with," said Tuggle. "But after about 45 days it gets better. They come to find out the instructor is on their side and for them, and they completely change their ideas. You find them talking and joking with the instructor. They open up."

The instructors have to fight a constant battle against homesickness. "Here you're not only a teacher but also a counselor," said Adams. "It's very seldom you get a Corpsman who doesn't want to go home. All of them have personal problems. You have to console them, sometimes to be mother and counselor."

But Adams and his colleagues are dead set against too much coddling. "They want you to be firm," said Tuggle. "They feel like they're getting something out of it if you crack down. If you're too lax—well, that's what they had before they came. We don't use any iron fist, but they know we mean what we say."

"They're willing to learn," said Dailey. "They want to go out and make money."

Most of the youngsters evidently are responding well to the Corps in general and to craftsman training in particular. "It's a good program if you stick to it," said Charles Leon Drake, 21, a carpenter trainee from Louisville. "The training is the best you can get. It's just like a regular job. We've been working on the seasonal quarters and built it from the ground up." A ninth grade dropout, Drake earned his high school equivalency certificate at Great Onyx and qualified for his driver's license. He entered carpenter's training last August and was scheduled early this month to begin his apprenticeship in Louisville as a member of Local 64 with starting pay above $5 an hour.

Even some trainees who don't particularly like being in a Job Corps camp are lured by future opportunities to stick it out. William Gilbert, 18, a painter trainee from Boswell, Pa., almost dropped out twice. But he remained when he faced the alternative—returning to a coal mining job. "It was too scary," he said. He graduated from Great Onyx in February after 8 months and was placed as a $3.50 an hour apprentice painter in Harrisburg, Pa.

Corpsmen Do Quality Work

An often overlooked feature of the unions' Job Corps project is the high rate of return to the taxpayer. Not only are dropouts transformed into well-paid and needed craftsmen, but the trainees complete building projects of lasting value, Great Onyx Job Corps director Robert Deskins notes. Job Corps officials estimate that overall the total appraised value of construction and similar public works projects done by Corpsmen nationally is more than $100 million.

Great Onyx trainees recently completed the Mammoth Cave Community Building for public use. Valued at $114,000, the Corpsmen built it for $72,000. They built two modern homes occupied by National Forest Rangers, who pay monthly rent to the Federal Government, and are working on apartments for Mammoth Cave summer employees. They have built new roads and improved old ones, and have paneled, floored, and otherwise improved the messhall, the dormitories, the gymnasium, and the administrative building at Great Onyx.

Ranging further afield, they have refurbished the courthouses in nearby Munfordsville and Brownsville and the city-county jail at Glasgow. And, they are now building a bathhouse for the Model Cities Program in Bowling Green.

Despite the greenness of the Corpsmen, the finished products meet journeyman standards. "The quality of work these young men are doing is first-class, that's all there is to it," said James Richardson, director of research and national administrator of the Job Corps project for the Bricklayers Union, after a field inspection trip.

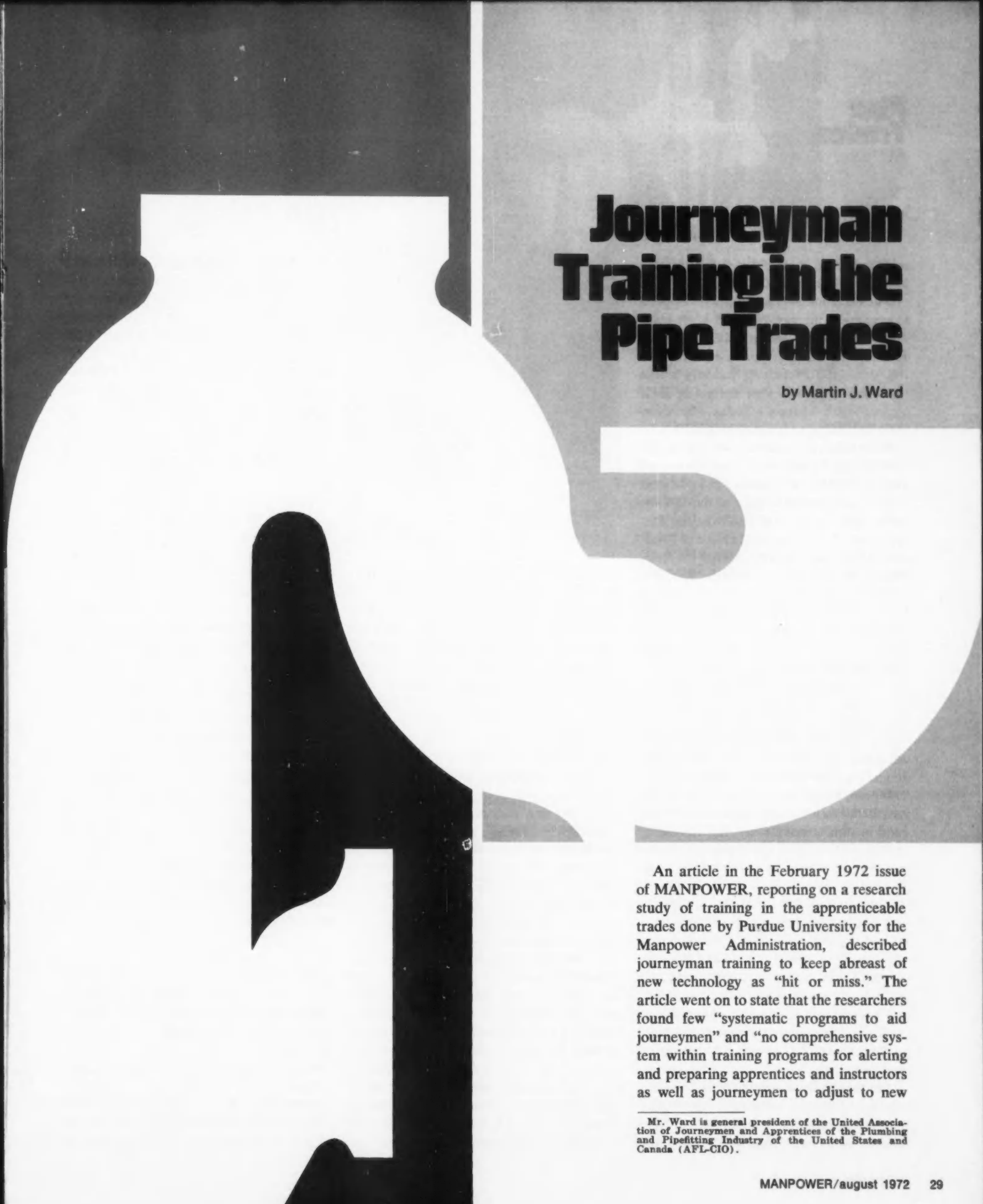
Nor do the Corpsmen deprive existing craftsmen of work. "All of the work our kids do is work that would not normally be done," said Reese Hammond, director of research and education for the Operating Engineers and executive director of the union's Job Corps program. "So we're not in competition with government or private contractors."

The Corpsmen also help meet their own training costs, he added. This is especially important for the Operating Engineers, which requires up to $1 million worth of heavy equipment to establish a proper training program. At Jacobs Creek, Tenn., the boys took a wornout 35-ton bulldozer donated by the Atomic Energy Commission, installed $1,400 in new parts, and got it running like clockwork," he said. "At a fair appraisal, that one piece of equipment is now worth $20,000. If you think that didn't make those kids feel good! And it saved us and the Government a lot of money."

Hammond concedes that the special treatment sometimes given Job Corps graduates can cause trouble. "Out West, I won't say where, we had two kids ready for placement and because of a bureaucratic foulup, they wound up with a car delivering them to work every day and taking them home. They even had their lunch delivered. The other workers got so mad they walked off the job."

Yet the unions firmly believe in giving the Job Corps youngsters, most of whom are members of minority groups, the help they need.

"We can't close the door on those coming up," says the Plasterers' Gilbert Wolf. "If a guy—or a woman— wants to learn this trade, I mean really wants to learn it, I can teach them, no matter what their education. Job Corps affords us the opportunity to do this on an organized basis." ☐



Journeyman Training in the Pipe Trades

by Martin J. Ward

An article in the February 1972 issue of MANPOWER, reporting on a research study of training in the apprenticeable trades done by Purdue University for the Manpower Administration, described journeyman training to keep abreast of new technology as "hit or miss." The article went on to state that the researchers found few "systematic programs to aid journeymen" and "no comprehensive system within training programs for alerting and preparing apprentices and instructors as well as journeymen to adjust to new

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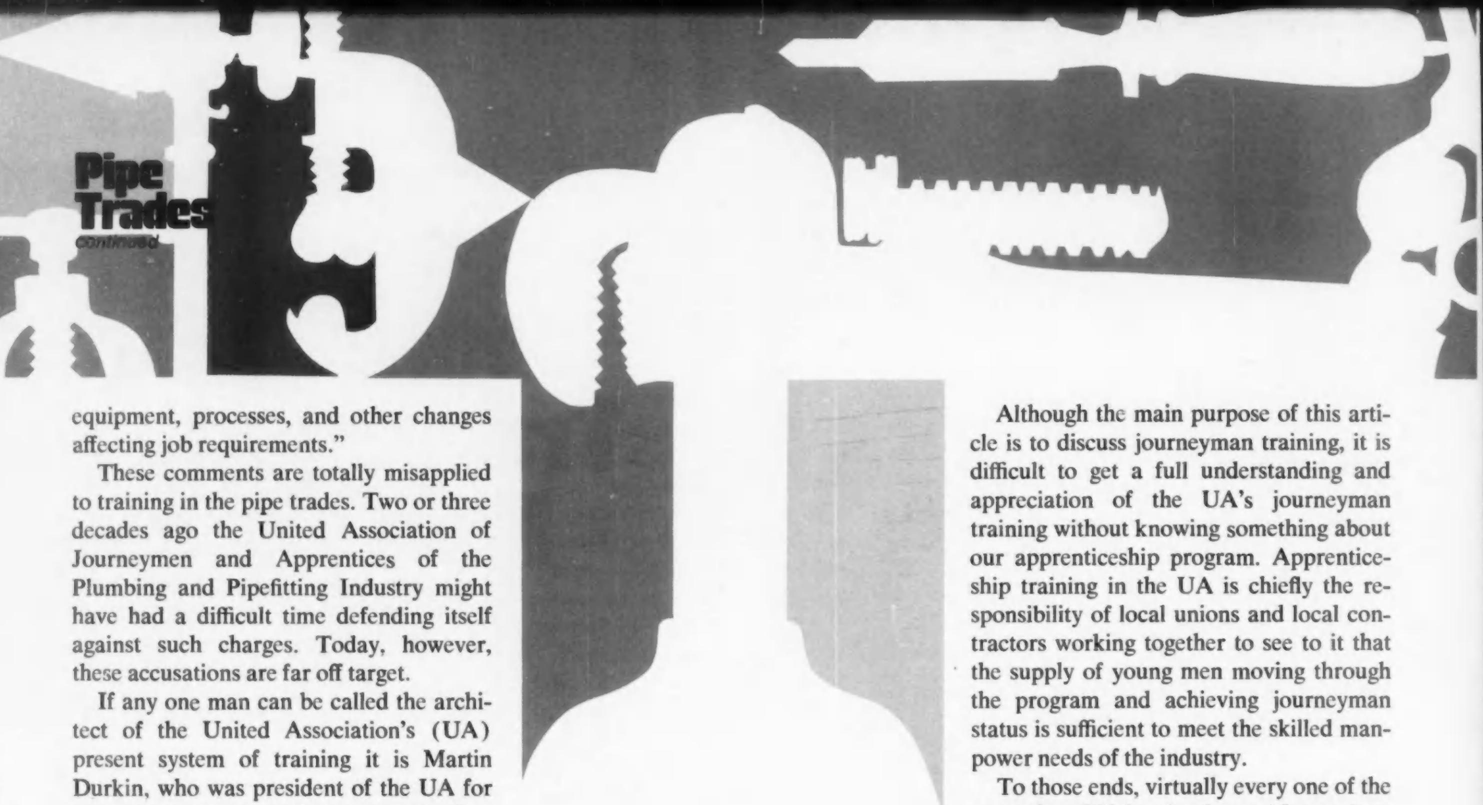
Mr. Ward is general president of the United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of the United States and Canada (AFL-CIO).



equipment, processes, and other changes affecting job requirements."

These comments are totally misapplied to training in the pipe trades. Two or three decades ago the United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry might have had a difficult time defending itself against such charges. Today, however, these accusations are far off target.

If any one man can be called the architect of the United Association's (UA) present system of training it is Martin Durkin, who was president of the UA for some dozen years and also was the first Secretary of Labor in the Cabinet of President Eisenhower. Durkin served as president of the union from 1943 to 1955, less 1 year—1953—when he was Secretary of Labor. During those years, the UA more than doubled its membership, largely because of the demands of wartime production and the beginning of the cold war period following World War II. In the years leading up to our international convention in 1951, Durkin became increasingly concerned with the need for a more universal and formalized apprenticeship and journeyman training program.

Indeed, at that time he saw that we did have a "hit or miss" training system. It was good in some communities, fair in others, and nonexistent in many. He opened negotiations with the national contractor associations in the industry to find a way to systematize training to ensure a uniformly high level of craftsmanship throughout the United States and Canada. During that 1951 convention and in the last few years of his service to the UA, he laid the groundwork for the system we have today. It has been refined over the years, but it continues to rest upon the foundation built by Durkin and his fellow UA officers of the fifties.

Among the Durkin innovations was the creation of the international union's own training department. Durkin also persuaded our two principal contractor groups, the Plumbing Contractors and the Mechanical Contractors, to join with us in establishing national joint apprenticeship and training committees. And he saw to it that those committees made a first order of business the development of training textbooks that could be used by local joint training committees across the two nations.

Top Apprentices Honored

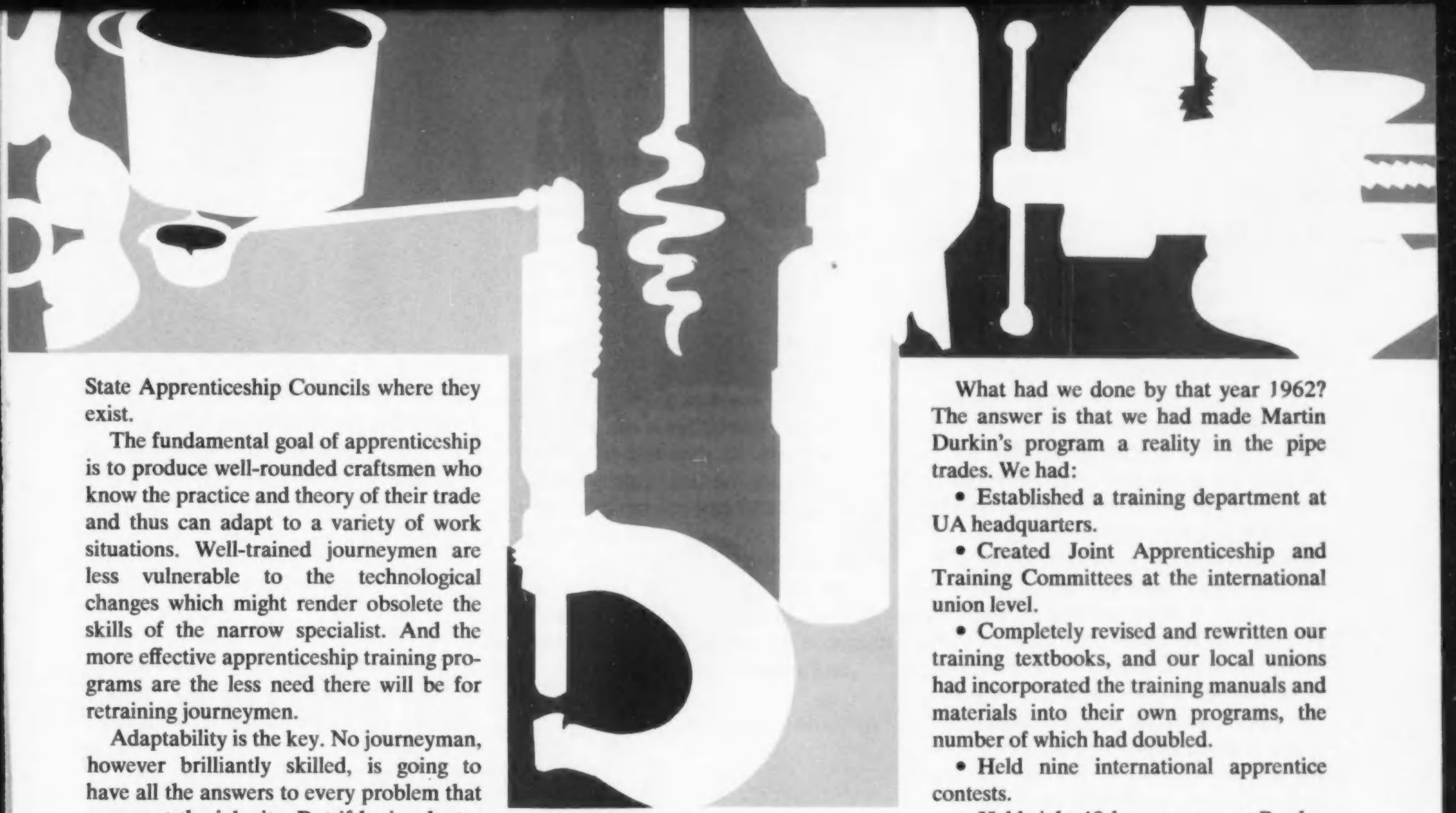
Durkin founded an annual contest for apprentices with cash awards. He established the first national program to provide teacher training and technical courses for instructors of journeymen and apprentices. (The week-long, 40-hour instructor training program is held each summer at Purdue University in conjunction with the finals of the apprenticeship contest. Instructors who attend the sessions for 5 years win the university's designation as "Certified Instructor of Journeymen and Apprentices in the Plumbing and Pipefitting Industry.") He proposed establishment of a national education fund to supplement the financing needs of local training programs. He urged closer cooperation with the Federal Bureau of Apprenticeship and Training to promote formal apprenticeship programs and the development of workable national standards.

Although the main purpose of this article is to discuss journeyman training, it is difficult to get a full understanding and appreciation of the UA's journeyman training without knowing something about our apprenticeship program. Apprenticeship training in the UA is chiefly the responsibility of local unions and local contractors working together to see to it that the supply of young men moving through the program and achieving journeyman status is sufficient to meet the skilled manpower needs of the industry.

To those ends, virtually every one of the more than 500 local unions with members employed in the construction industry in the United States and Canada have established Joint Apprenticeship and Training Committees (JATC). Each committee is made up of a minimum of three management and three labor representatives. Each apprentice remains under the auspices of the committee until such time as he finishes his apprenticeship and graduates to journeyman status. The term of apprenticeship ordinarily is 5 years, although credit toward completion often is given to new apprentices for previous experience in the construction industry. At present, the UA has about 38,000 apprentice and 280,000 journeymen members.

The apprenticeship period consists of 10,000 hours of training on the job and in related classroom instruction. Class or lab work typically amounts to 1,000 hours over the full 5-year apprenticeship. On-the-job training is carried out under the supervision of working journeymen who also make up the bulk of the classroom instructors. In many local unions, the JATC's have delegated their operating responsibilities to a coordinator who administers the day-to-day affairs of the training program.

National standards for the three principal branches of the pipe trades (plumber, pipefitter, sprinklerfitter) have been established and approved by the Federal Bureau of Apprenticeship and Training and by



State Apprenticeship Councils where they exist.

The fundamental goal of apprenticeship is to produce well-rounded craftsmen who know the practice and theory of their trade and thus can adapt to a variety of work situations. Well-trained journeymen are less vulnerable to the technological changes which might render obsolete the skills of the narrow specialist. And the more effective apprenticeship training programs are the less need there will be for retraining journeymen.

Adaptability is the key. No journeyman, however brilliantly skilled, is going to have all the answers to every problem that occurs at the job site. But if he is adaptable, if he understands the theory of his craft, he will usually find a solution to that problem, and usually without taking out time for a crash retraining program.

Nevertheless, journeymen must keep abreast of new techniques, new materials, and new methods of construction. Is the UA, in concert with the other components of the industry, seeing to it that our journeymen are given that opportunity?

One way to examine that question is to see if there are any indications that we are not meeting this need at the present time. Although the quote cited at the outset of this article might indicate otherwise, there is no outcry from any responsible part of the industry that pipe tradesmen are short on the skills demanded in the construction industry today. There are, of course, occasional shortages of certain skills in certain areas. But there is certainly no indication that this industry, whether contractor, manufacturer, union, or client, sees a general scarcity of necessary skills.

If some new kind of journeyman training program were needed, the industry would soon respond with the establishment of such a program. Certainly, as president of the union, I would waste no time in responding. The skills of our journeymen are our chief stock in trade, if not, in fact, our only stock in trade.

Much was made in the Purdue study on the apprenticeable trades about the need for some kind of "sensor" that would alert the plumbing and pipefitting industry to the manpower needs that would soon confront it. I submit that the industry has that sensor system in the wealth of opportunities that exist for pooling and sharing of ideas across the spectrum of the various private and public interests represented in our industry. And the heart of that sensor system is the private training program.

Training Challenge Faced

Concern about the Nation's capacity to respond to technological change blossomed in the early years of the 1960's and led to enactment of the Manpower Development and Training Act (MDTA) of 1962. That act reflected a concern for workers affected by new technologies and who were employed in those industries which had not developed a method of training to prepare for these changes.

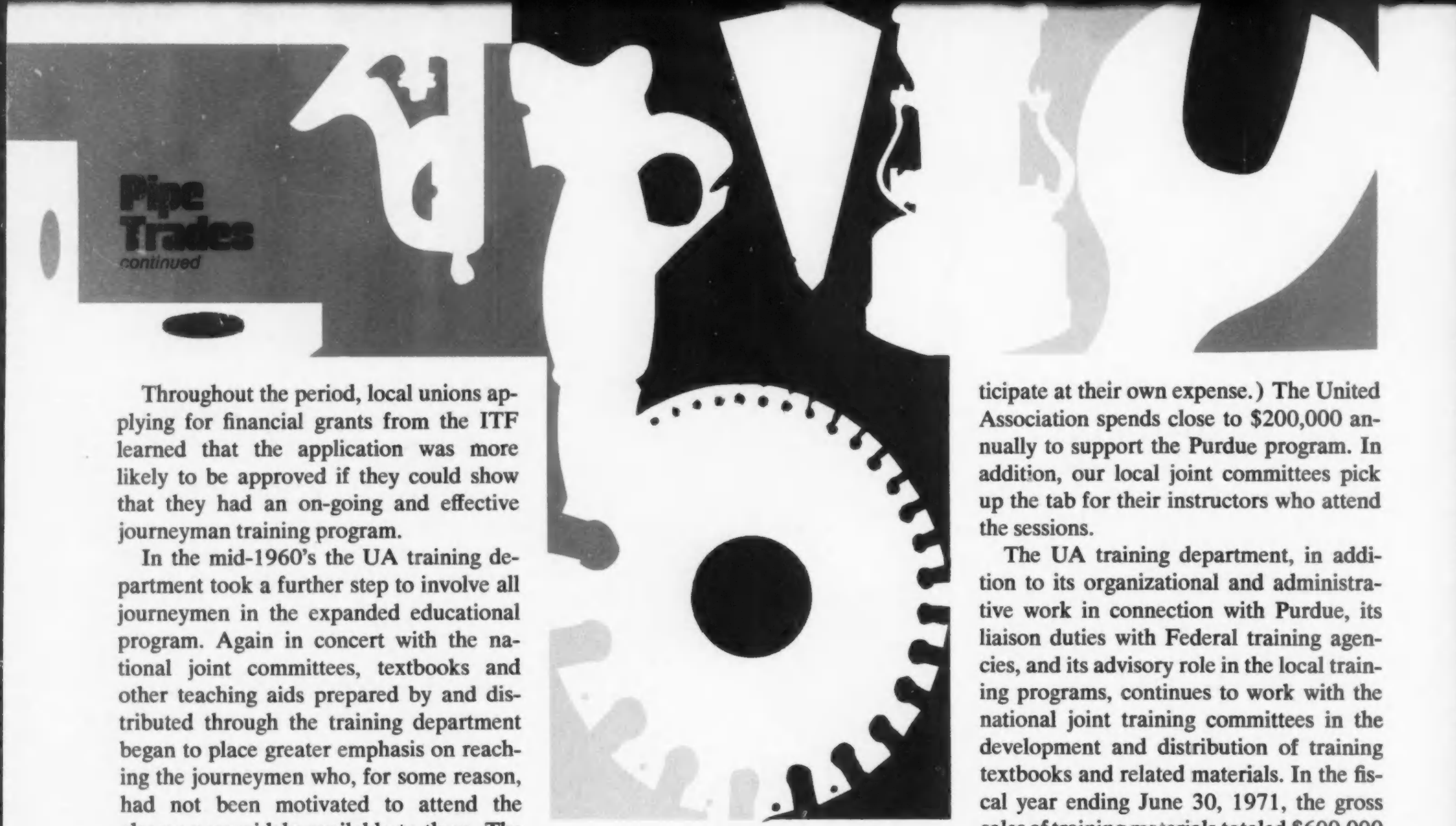
While something of a lifesaver for other industries, MDTA has had relatively little impact on the plumbing and pipefitting industry precisely because we had years before faced up to the training challenge and poured money, time, energy, and, perhaps above all, a spirit of mutual cooperation into that problem area.

What had we done by that year 1962? The answer is that we had made Martin Durkin's program a reality in the pipe trades. We had:

- Established a training department at UA headquarters.
- Created Joint Apprenticeship and Training Committees at the international union level.
- Completely revised and rewritten our training textbooks, and our local unions had incorporated the training manuals and materials into their own programs, the number of which had doubled.
- Held nine international apprentice contests.
- Held eight 40-hour courses at Purdue University for our apprenticeship and journeyman training instructors. And we had graduated hundreds of our instructors from the full 5-year, 200-hour Purdue program.
- Created (in 1956) the International Training Fund (ITF) by agreement with our big national contractors (National Construction Association)—and the fund had already made grants totaling $5 million to local union training programs in the United States and Canada.
- Opened up the lines of communication between manufacturers and contractors and union so that new products and new techniques could be effectively introduced and effectively taught to our apprentices and journeymen.

Now, 10 years later, this training system is still functioning to the apparent satisfaction of all sections of the industry.

Throughout these years, journeymen have constantly benefited from the growing sophistication and maturity of our overall approach to training. The instructors who attended the intensive Purdue courses returned to their local communities and applied their refurbished teaching skills and their deeper understanding of the industry's manpower needs in stepped-up journeyman classes as well as in regular apprenticeship classes.



Throughout the period, local unions applying for financial grants from the ITF learned that the application was more likely to be approved if they could show that they had an on-going and effective journeyman training program.

In the mid-1960's the UA training department took a further step to involve all journeymen in the expanded educational program. Again in concert with the national joint committees, textbooks and other teaching aids prepared by and distributed through the training department began to place greater emphasis on reaching the journeymen who, for some reason, had not been motivated to attend the classes now widely available to them. The training manuals, particularly for plumbers, were extensively revised so that they could be used by individual journeymen outside the formal structured classroom. The response has exceeded the expectation of even those who devised the new approach.

Monthly articles prepared by the training department and published in the UA JOURNAL (received by all members) beamed training information directly at journeymen.

In addition, the Purdue curriculum has been flexible enough to provide special courses for teaching whatever new technology was deemed desirable by contractors, manufacturers, or instructors. However, the joint training program run by local unions and local contractors continues to be the core of the system. And at the local level—as might be expected—there are different felt needs and different applications of all the new aids to journeyman training.

Some local programs provide special incentives, such as the awarding of certification and accompanying wage increases for journeymen completing certain training programs. Other locals have created journeyman training units separate and distinct from the apprentice training system and involving considerable instruction by manufacturer representatives. Whatever their particular approach, UA locals follow the best interest of the craft as determined by those who are most directly concerned and best informed as to just what present needs are and what future needs will be.

Training Programs Multiply

When the ITF was created in 1956, it was estimated that there were then in existence only 32 local journeyman training programs. Today there are 450 such programs, according to ITF records. Between 1956 and the present more than 100,000 journeymen have taken part in these formal training programs. Total ITF grants to local training committees over those years amount to $21 million. There have been 2,672 grants made to 496 local joint training committees representing 516 local unions.

The annual week-long instructor training program held at Purdue University at Lafayette, Ind., has grown from an enrollment of 65 instructors in 1954 to 1,200 in 1971. Those teaching our instructors at Purdue last year included 52 teachers from the university faculty, 21 of our own UA instructors, and 78 representatives from the manufacturers of products and equipment our members install, maintain, and repair. (These manufacturer-teachers participate at their own expense.) The United Association spends close to $200,000 annually to support the Purdue program. In addition, our local joint committees pick up the tab for their instructors who attend the sessions.

The UA training department, in addition to its organizational and administrative work in connection with Purdue, its liaison duties with Federal training agencies, and its advisory role in the local training programs, continues to work with the national joint training committees in the development and distribution of training textbooks and related materials. In the fiscal year ending June 30, 1971, the gross sales of training materials totaled $600,000—much of it traceable to orders placed by individual journeymen for home study.

But despite the impressiveness of those training expenditures listed above, they fade nearly into insignificance when compared with the total amount of training funds provided our local joint committees by agreements between local unions and contractors. With a certain amount placed in the local joint trust fund for every manhour worked, it is conservatively estimated that $15 million is set aside annually for local programs. It is no exaggeration to say that over the last 20 years local joint committees have spent $250 million on their training programs.

Finally, let me say that the plumbing and pipefitting industry—along with the rest of the contract construction industry—has more than its share of problems. There are plenty of areas where change and improvement are badly needed. But you will not find many knowledgeable people who will include our union-management craft training program in that category.

Everything that any of us do can be improved upon. But we believe we have a basically sound system for sensing our future manpower needs and for providing our craftsmen with all the skills the industry will demand. □

'A Buddy Is Everywhere'

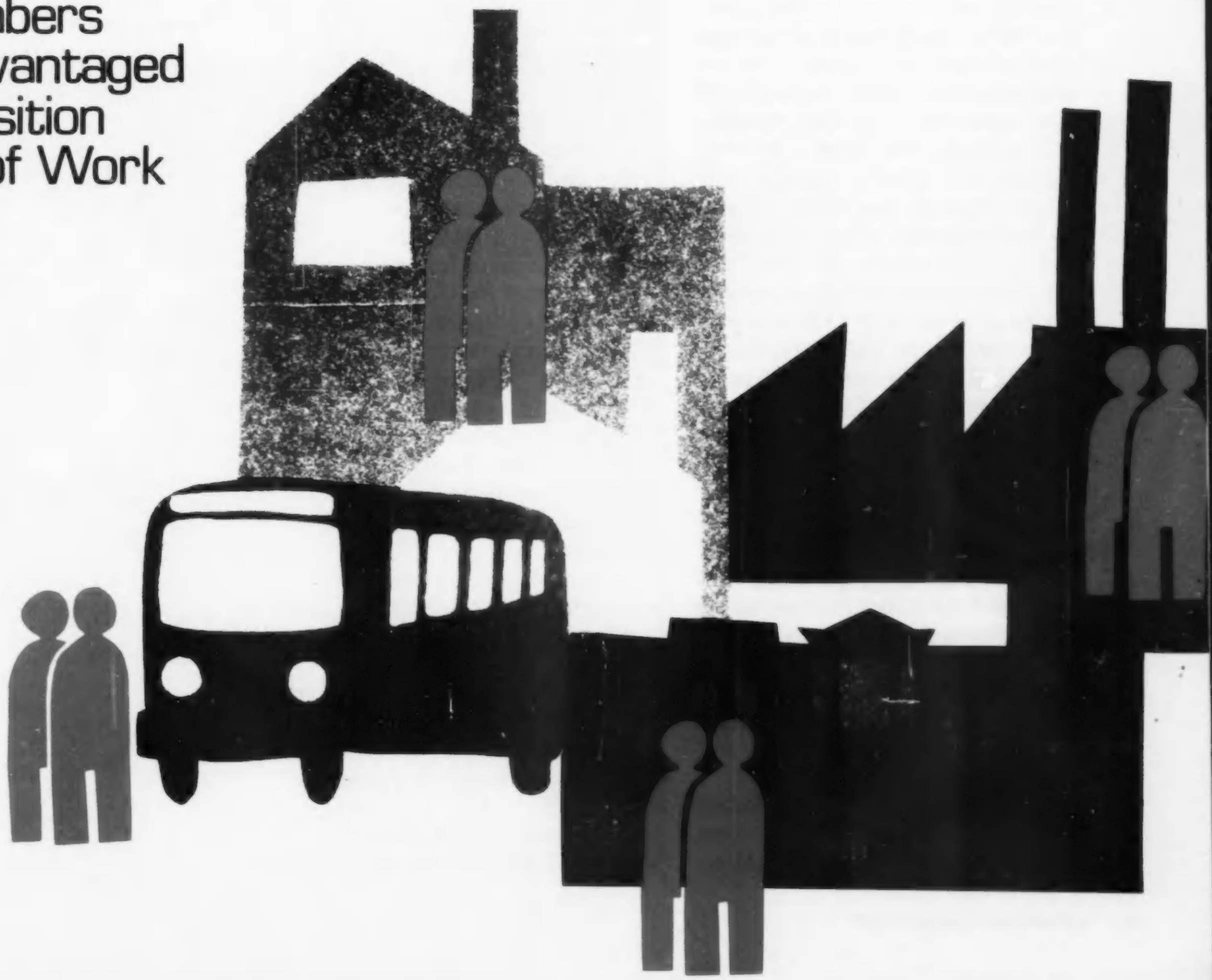
Union Members Help Disadvantaged Make Transition To World of Work

by Patricia Marshall

Workers on the production line at the A. O. Smith truck and auto frame plant in Milwaukee work in teams under an incentive system. The more they produce, the more they are paid above the basic rate. The pace can be hard for new employees. From their first day on the job, they are expected to keep up with people whose bodies are conditioned to the physical demands of lifting and moving steel and whose every working motion has been refined by experience.

When the new worker comes out of poverty to the production line, keeping pace can be even harder. The world of his past may suddenly collide with the one he has just entered. Unfamiliarity with the factory environment, little work experience of any kind, lack of confidence—a host of problems like these may give him trouble. Fortunately, there are union members like Mamento Perez who stand ready to help.

Perez, a maintenance welder, is one of about 100 members of the AFL-CIO's Directly Affiliated Labor Union 19806 who have volunteered to act as buddies to people coming into the work force from disadvantaged backgrounds. Across the Nation, there are some 3,300 union members who are buddies, about a third of them minorities. The buddy role, essentially that of friend to the new worker, is one that can require a lot of dedication and knowledge.



Mrs. Marshall is assistant editor of MANPOWER

Take the recent experience of Mamento Perez with one of the new workers at A. O. Smith.

Like Perez, the new worker was a Mexican American. He made a promising start in his job, and was never late or absent. One day he simply stopped coming to work. The personnel office could not locate him as he had moved without leaving a forwarding address. On the following Saturday, Perez visited the man's old neighborhood, talked to some of his friends, then spent the rest of the weekend tracking him down.

The trail ended in Racine, about 30 miles away. When Perez found the missing man, he learned that he had strained his back at work—a fact no one at the plant knew. The man thought his injury meant the end of his welding days at A. O. Smith. When he was a field worker, he told Perez, you either were fit to work or you did not have a job. Perez told him about plant benefits for work-connected injuries and said that as far as both company and union were concerned he was still employed. That was all it took to get him back to Milwaukee. The plant management arranged to get medical attention for his back, and he soon returned to the production line.

Use of buddies in industry is an old idea in new dress. For many years, the buddy system has been one of the methods used to teach swimming. A new swimmer and a buddy pair off while the novice practices strokes and gains confidence in the water. If he gets in trouble, his experienced buddy is there to help him.

During the early days of the Manpower Administration's Jobs in the Business Sector (JOBS) Program, in which employers hire and train the disadvantaged, it became clear that something like the buddy system was needed. Too many of the hard-core unemployed were not making it past their first weeks at work. Efforts to build job retention were stepped up to accompany those aimed at job placement.

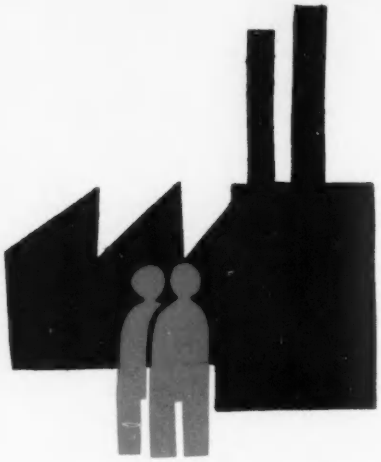
When the AFL-CIO's Human Resources Development Institute (HRDI) was set up with funding from the Manpower Administration in 1968, it was a logical place to turn for supportive help. HRDI's primary function is job development and placement for disadvantaged persons and veterans. However, the ability of HRDI to enlist the energies of union members on behalf of persons who are getting steady jobs for the first time is an important resource for manpower programs. HRDI representatives around the country introduce the buddy idea to union locals and management and sponsor training courses.

Usually these courses last 2 days, with management paying employees' regular salaries while they attend, particularly if training is done in connection with a JOBS contract. In some areas, sessions are held at night or on weekends and union members attend on their own time.

The courses always involve some sensitivity training to help prospective buddies see how different the world appears through the looking glass of another culture. In Los Angeles, for example, members of the Communications Workers of America and the International Brotherhood of Electrical Workers wore masks during classes. This was to help them assume black or Chicano identities and thereby gain heightened understanding of persons they may be helping as buddies.

Such first steps toward awareness of differing viewpoints often are followed by role-playing sessions. HRDI supplies kit materials to set the stage for role play and to establish everyday kinds of situations where there are human problems crying out for attention.

In "The Case of the Careless Rule-Breaker," trainees are asked



Vincent Moretti, HRDI area representative in Virginia, discusses buddy training with Anna Bethea, president of the Woodworkers union local in Portsmouth. Mrs. Bethea has found her buddy training useful on and off the job. What she learned in buddy school about social services enabled her to help her sister, who had a leg amputated, get an artificial limb from a rehabilitation agency.

Phyllis Blount displays some of the masks she makes at the Star Band Company in Portsmouth. When Mrs. Blount became pregnant with her first child she thought she should quit work immediately. But her union buddy, Lyla Gerald, told her it would be safe to work and that she might as well build up some seniority and save money while awaiting the baby. She stayed on, and after the baby was born Mrs. Gerald helped her get a babysitter so she could return to work.

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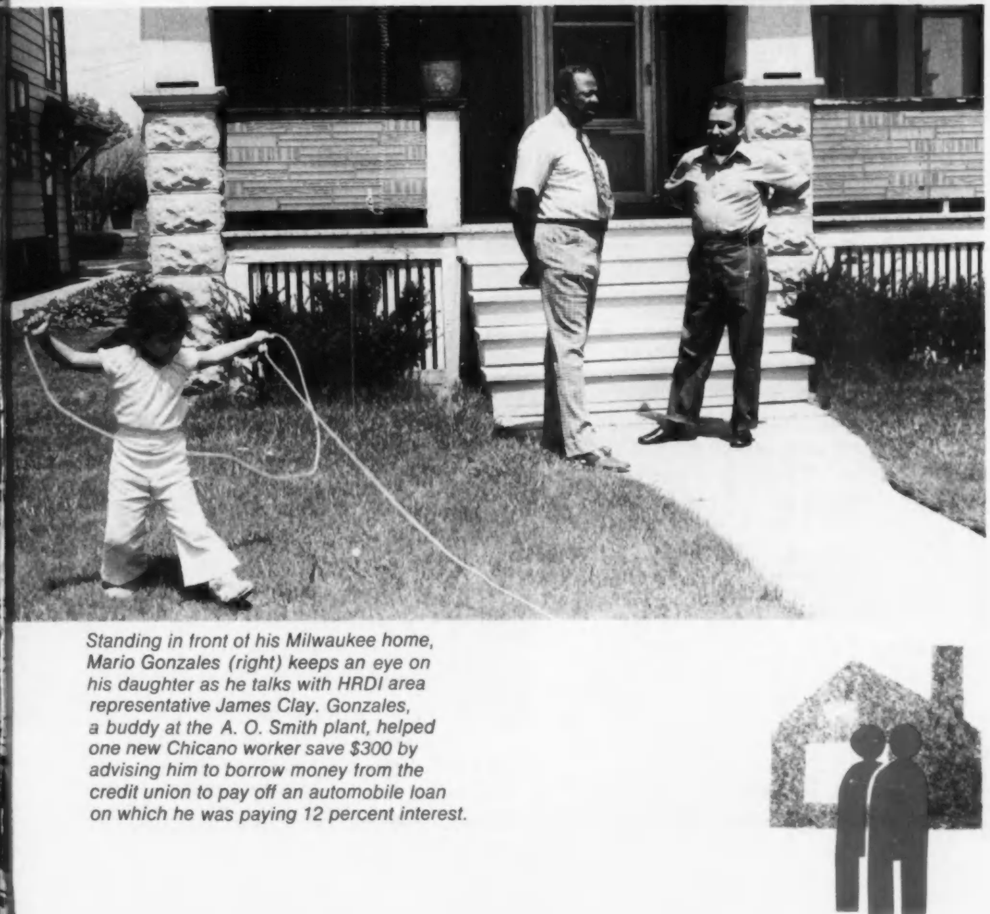


Standing in front of his Milwaukee home, Mario Gonzales (right) keeps an eye on his daughter as he talks with HRDI area representative James Clay. Gonzales, a buddy at the A. O. Smith plant, helped one new Chicano worker save $300 by advising him to borrow money from the credit union to pay off an automobile loan on which he was paying 12 percent interest.

to cope with a new worker's repeated absenteeism despite a long-standing company rule calling for discharge of persons who never telephone when they can't get to work. Another facet of this problem is resentment building up among older employees who feel that everyone should be treated equally.

A tense interracial situation is staged in "A Case of Black and White." A young black gets his first steady job as an inventory clerk in a supermarket warehouse where all the other workers are white. One of his fellow workers hopes to get a supervisory post at the warehouse because he needs the money the job pays. A third character is the buddy. Tension develops from various sources—a recent riot in the central city, the isolation of the black in a sea of white workers, poor communication on work regulations, and the fears of the man who wants the supervisory post that the company is under pressure to promote blacks and will not give him the job. A current of interracial anger begins to flow.

Buddy trainees usually are observers rather than actors in the role playing. They are told: "It's hard work being an observer. A lot of us never do learn to listen to other people. It takes practice." They are asked to assess the situations presented to them and decide what actions a buddy should take. Class discussions on such matters reach crescendo levels at times, according to HRDI accounts.

In Milwaukee, members of Communications Workers Local 5503 take buddy training in preparation for work with youngsters from two inner-city schools who get summer jobs at the Wisconsin Telephone Company. The trainees are exposed to a rumor mill producing items like this:

"The supervisor told me today that Sammy Robinson, a new employee, came to work drunk on Monday. The supervisor wanted to fire him, but he's afraid the company will not back him up. Later on Monday, two workers were seriously injured because there was gross neglect of safety rules in Sammy's department."

Buddies have to figure out how to handle gossip of this kind. It is far more than textbook material—it is living matter they may one day meet up with as friends of the disadvantaged.

In Norfolk, Va., buddy training takes a somewhat different tack. Only a little sensitivity training is done, perhaps because large numbers of the buddy trainees are black and not far above poverty level themselves. In effect, they already are "sensitized." Instead, buddy courses concentrate on community health, welfare, and consumer services. A 50-page local directory of such services is given to each trainee. The book becomes a reference for making referrals of new workers with substantive problems to regular agencies where they can get help. Trainees learn how to identify workers' needs, when and how to make referrals, and how to follow through to make sure that an employee's needs are indeed met.

The Norfolk course is given one night a week and spans 10 weeks. Trainees attend it on their own time. Some have gone on to take another nighttime course which HRDI has cosponsored with the Norfolk Union Labor Council and the United Communities Fund. This is an advanced counseling series of six sessions covering much the same ground as the first courses, but doing so more intensively.

At Star Band Co., Inc., in nearby Portsmouth, there are many workers who testify to the valuable help they got from union buddies as a result of these courses. One man was a confirmed alcoholic until Flora Bradley, a member of the International Woodworkers of America, took buddy training and learned how she might cope with his problem.

The man, who has now quit drinking largely as a result of Mrs. Bradley's efforts, says that during his days on the bottle his nerves were always on edge as he worked. Every now and then he had to leave the wire-cutting machine he operated to sneak a drink. After Mrs. Bradley took her training, she watched him more carefully. Every time he left the machine, she caught him and ordered him back to work.

The two participants in this action—he is white and she is black—are now old friends. Their memory of conversations after Mrs. Bradley took her training, to which she added her own personal touches, goes like this:

He: "I need me a drink."

She: "You go out that door and I'll break your neck."

He: "You wouldn't hit me on the job . . . would you?"

The man says that Mrs. Bradley often telephoned him at home and got him to work on mornings when he didn't think he could make it. "Nobody else really cared. She was like a mother to me," he says of Mrs. Bradley, who is somewhat younger than he is. He also credits her with referring him to Alcoholics Anonymous where he was helped to kick his drinking habit.

Problems seem somewhat incongruous at Star Band. The firm manufactures happy things such as halloween masks, plastic Christmas trees, and "hang-ups"—plastic traffic signs, old-fashioned telephones, and water hydrants, which are used as wall decorations. Not all the problems Mrs. Bradley has helped with are as severe as alcoholism, but she still has found plenty of uses for her buddy expertise.

A few of the women at the plant report that Mrs. Bradley helped them get jobs they desperately needed to support their families. When they applied for work, she was instrumental in getting them into the only open job slots, which were on machines traditionally run by men. The experiment was successful and women are now accepted as operators of nearly all the small plant's equipment.

At one factory in an eastern city, another black woman described one of the tasks she had undertaken as a buddy. This is her story:

"The company we work for is not a good one. There have been a lot of problems. Supervisors rush us on the machines and generally harass us. Most of the workers, like myself, are black women. I tell them we have a job to do, and let's do the best we can. But I also remind them that the man is not supposed to mistreat us.

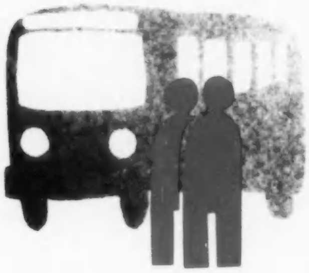
"Here's the kind of thing that I find I am getting concerned with as a buddy: We had a lady on our night shift who was working hard. She had two machines to run and she kept at it even after she got cancer.

"Late in December she didn't come to work for about 3 days, so the company terminated her. I went to her house and found an older lady there. She was taking care of the worker's 18-year-old son who is so severely retarded he has never been to school and is unable to work. I learned that the person I was looking for was in the hospital in an intensive care unit. She passed a few days later. I told the personnel director at the plant about this, and he said, 'We'll have to send a wreath'—which they did.

"I took up about $60 from other union members. Then I had to make arrangements to get her body released from the hospital and found an undertaker who said to give him only what we could. I also called the Social Security office and the people there made arrangements for the son to get a small pension to live on.

"I hope you don't mind the remark—but she was not a black lady."

Interviews with company officials in a number of industries indicate that business, as well as labor, has profited from the buddy system. Leon Cardon, president of Star Band, says that when his company



The availability of a Spanish-speaking buddy is especially helpful to welder Enrique Vasquez, a new employee at the A. O. Smith plant in Milwaukee. Vasquez got his job through the Work Incentive Program.

A. O. Smith plant buddy Mario Gonzales (right), pays an on-the-job visit to a fellow Chicano worker, production welder Gregorio DeLeon.

was small he knew all his employees by name. Now that his business has grown, he finds that it takes union buddies to bring to the work site the personal touch that is needed.

"I've seen it work—this sharing of a car, and showing green workers the ropes. The buddies have been a great help. One reason they are so successful, I think, is that a person in the plant will turn to them first because they are people he feels comfortable with."

In Milwaukee, Alfred Treen, personnel director at the A. O. Smith plant, says that union buddies have played a significant role in the firm's efforts to tap the city's unemployed for man and woman power. The company, now working on its fifth JOBS contract, has made it known throughout the city that its gates are open to the disadvantaged. "Each of the concerned agencies here—the Urban League, the Northside CEP (Concentrated Employment Program), the Southside CEP, United Migrant, the Employment Service—know all of our openings," Treen says. He gives the buddy system much of the credit for the fact that retention rates are high at A. O. Smith for persons hired under the JOBS program.

Hal Lundergan, personnel supervisor at the Western Electric Works in Kansas City, says his company found some time ago that merely hiring disadvantaged employees was not enough.

"Something more had to be done. We had to increase the retention rate of these employees because the whole idea of getting them into the mainstream of the work force was being defeated by the large turnover."

More than 350 members of the Communications Workers at Western Electric have taken buddy training. Lundergan says the company has set its sights on putting a quarter of its production employees through the course. Then, when the company is hiring new workers—disadvantaged or not—each one will be assigned a buddy to help him get started.

At HRDI headquarters in Washington, D.C., an official notes that among the unions whose members have taken buddy training are the Boilermakers, Steelworkers, Retail Clerks, Clothing Workers, Meat Cutters, Auto Workers, Service Employees, and various building and construction trades. By now, he says, the idea is in use somewhere in almost every kind of trade and work site in the country.

"The buddy program is building new leaders as well as helping new workers," this official points out. "We have begun to develop people who no longer live in a cocoon from which they burrow out to work, then burrow home again at night. As a result of their training, they are getting to be knowledgeable citizens of the plant where they work and the community where they live."

Flora Bradley at Star Band endorses this view. Her comment was that, even though she came from a union family in Pittsburgh and had been active in the Woodworkers for several years, she still learned many new things in buddy training. She summed up a few of these under a heading of personal relationships:

"The classes emphasized the importance of listening to other people. I've learned how to do that, and it makes a big difference. Besides finding out about the problems people have, I now enjoy people more than I did.

"Buddy training also made me realize that union members can do a lot by carrying the buddy idea home to help a child cope with problems in school, to help a neighbor get food stamps, or to help someone in your church get welfare. It's still being a buddy.

"I know now that a buddy is everywhere and a union is everywhere." □

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